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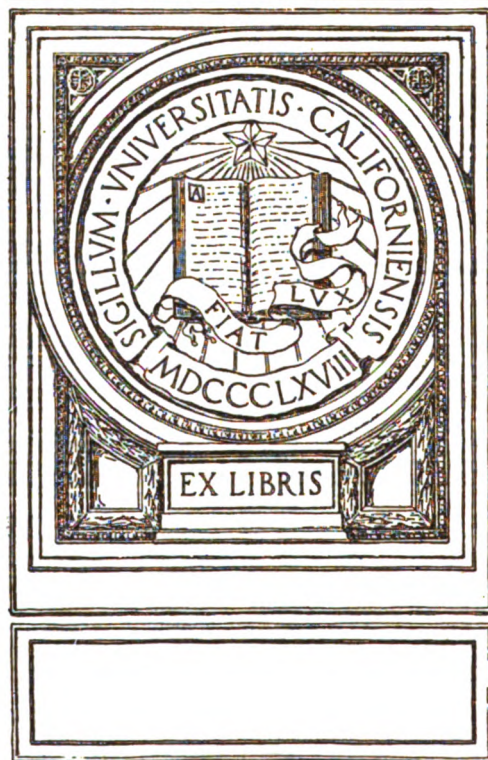
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OCCASIONAL NOTES.

A NEW series of articles upon "Supplementary Aids to Classroom Work" is introduced by Prof. Adams in a contribution which appears in the present issue.

Classroom Aids.

We are fortunate in being able to secure for this series the same wise and experienced sponsor as was associated with the two previous series, "Idola Pulpitorum" and "Idola Linguarum"; and we are sure that the new contributions will be equally creditable to him. The teaching of every subject in the curriculum gains strength when its implements are not limited to the text-book and blackboard, and its field extends beyond the classroom to the living world outside. Whatever views may be held as to the relative educational values of the process of learning, the method employed, and the subject-matter, there can be one opinion only upon the importance of all instructional aids which increase the interest of the pupils. The articles which we propose to publish in succeeding months will indicate how such supplementary means may be made to serve this educational end. Among the subjects for which articles having this intention have been arranged are the following:—(1) Classics, Mr. S. E. Winbolt; (2) English, Mr. G. E. S. Coxhead; (3) Geography, Mr. T. Alford Smith; (4) History, Prof. F. J. C. Hearnshaw; (5) Mathematics, Prof. T. Percy Nunn; (6) Modern Languages, Mr. Walter Ripman; (7) Music, Miss Ethel Home; (8) Science, Mr. C. L. Bryant; and (9) Art, Mr. R. D. Laxon.

SPEAKING of the judgment in the case of the Shakespeare performances for children, we said last month that, while we must resign ourselves to the

The Cut in the Grant to Universities.

impossibility of an advance, we ought not to give up without a struggle any of the ground which we have won. It is university education now which is threatened with a set-back. The Treasury have declared their intention of reducing the annual grant to universities from £1,500,000 to £1,200,000, a cut of 20 per cent. The best commentary on this is supplied by the Reports of the Prime Minister's Committees on Science and Modern Languages, appointed in the days of our "hot fit" in education. Now that we are in the middle of a "cold fit," let us read them again. Among the recommendations of the first Committee we find "that large expenditure of public money is necessary to equip the universities for their work in pure and applied science." The second spoke strongly about the inadequacy of the modern language staffs at the universities, and advocated the foundation of 55 professorships and 110 lectureships within ten years of the conclusion of the war. The Treasury officials no doubt smile now at these exuberant imaginings. There will be no grants for new universities. The Governors of Exeter University College have already been told that they will probably get no Treasury grant. The prospects of a "Burnham scale" for university teachers, who are now, taken as a body, probably paid worse relatively to their position than any other teachers, is rendered more remote than ever. Building and equipment will be made more difficult, the reduction of fees rendered impossible. The protest of the university teachers will be found in another column.

A CHANGE of some significance is being made in the regulations governing the Honours School of English at Oxford. Hitherto all candidates have been bound to offer the philology of English; henceforth they will be offered a choice between the philology and history of the English language, and specified authors and periods in English literature. But those who choose the second option will still be examined in the history of the language, and to what extent this will include philology will be known only when the Board of the Faculty issue their regulations. The change is in some degree analogous to that which was recently made in the Modern Languages Tripos at Cambridge, but it is much less drastic; for in the latter school one of the two optional parts is the "literature, thought, and history" of some foreign country during a certain period. History seems to have disappeared from the Oxford scheme, and thought was never in it. However, we welcome the recognition of the truth that philology is a study for those who have an inclination for it, and not an essential branch of a liberal education; and we hope before long to see the principle extended to the school of modern languages.

THE classicists are carrying on a vigorous campaign. In the October number of the *Edinburgh Review*, Prof. Stuart Jones gives a summary of the Report of the Classical Committee. In the *Nineteenth Century* for December, Mr. A. D. Godley writes on "Greek in Extremis" in the true spirit of the old classical scholar. He sighs over the eclipse of verse-making. He admits it is "but a jig-saw puzzle," but then the boy learns "to manipulate words," and "exercises in composition appeal to the

constructive and competitive instincts of the average cleverish pupil." This is indeed damning with faint praise. With the broader Hellenism of men like Dr. Farnell the author has no sympathy. A more thoughtful contribution to the discussion is an article in the *Birmingham Post*. The writer, unless we mistake the gist of his remarks, does not regard the classics as universally necessary to salvation. He only asks that "a due proportion of students shall enter sympathetically into the past, whilst a due proportion try to assimilate and to gauge the new." He speaks of "a great advantage in retaining nationally our old reverence (a reverence which can only be based upon knowledge) of the classical languages." With such sentiments everybody will sympathize, but we cannot help thinking of a little incident which once occurred at a semi-public dinner. A well known English professor, in proposing the health of the guest of the evening, a distinguished light of French education, asked him how he would inculcate reverence for Wordsworth. The answer, put briefly, was: "Don't give your boys and girls much of him." We wonder when the modernists are going to reply. At present the classicists have the field to themselves, and they are sedulously instilling into the public that classics and literature are synonymous and co-extensive terms, and that with the decay of Latin and Greek the schools are being plunged into barbarism.

THE Education Act, 1921, Amendment Bill, presented by Mr. T. Davies, embodies the proposals put forward by the President of the Board of Education in the speech which he was prevented from delivering at Kingsway Hall in March 1920, and which was afterwards communicated to the Press. The general position is that 36 per cent. of the elementary-school children attend the

**The Attempt to
Abolish Dual
Control in
Elementary
Schools.**

10,500 Church of England schools which exist. The developments contemplated by the Act of 1918 cannot be carried out, because the Church has no means of altering and extending premises, and the local authorities have no power of doing so. The position is therefore one of deadlock, and the old "religious difficulty," which was kept under during the discussions of 1918, now rears its head again. Mr. Davies's Bill would end the dual system of control by giving the entire control to the local authorities, who would appoint all teachers and have free use of the buildings, with the right to alter them for school purposes. Religious observance and instruction, "differentiated as far as practicable in relation to religious tenets," are to be provided for in all public elementary and secondary schools, including, of course, the existing Council schools. The imposition of religious tests upon teachers is to be carefully avoided, the local authority having power to appoint a teacher exclusively for religious instruction when the regular staff is insufficient for the purpose. All training colleges, except those for practical or physical instruction, are to prepare teachers for giving religious instruction. The property in the school buildings is to remain in the present trustees or owners, who are to have the right to use the buildings on Sundays, and at other times when they are not required by the local authority.

FROM the above outline of the Bill it will appear that the Church would maintain its special religious instruction in its present schools, and would extend such

**Its Chances of
Success.**

instruction to the Council schools. The latter provision does not, however, as was wrongly supposed by some at the time of Mr. Fisher's pronouncement, involve "right of entry," for all appointments would be made by the local authority. On the other hand, the Church would give up the right, which now exists in theory at least, to withdraw the use of the buildings, and it would give up the right to appoint a majority of the managers, and therefore the power to maintain denominational instruction on its present basis. Objections to the scheme will inevitably come from several quarters. Many Churchmen will be disposed to cling to their buildings; many Nonconformists will cry, "Hands off the Council schools"; many teachers will look suspiciously at the proposed safeguards against religious tests, and will shudder at the complicated questions of school organization that may arise. Moreover, the modern man in the street, if we estimate him rightly, may not take kindly to the idea of dividing children attending the same school into little church-folk and little dissenters. The average workman of the present day is probably not at all "keen" in either direction. To us the Bill has its attractions, as a chance of settling an old controversy and of getting ahead with the education of the children. But we believe its fate depends upon the strength and reality of the recent *rap-prochement* between the Church and Nonconformity. Things have changed since 1870; otherwise Mr. Davies might as well have saved his ink. If the reformed churches could agree upon a common scheme of religious instruction, perhaps with slight differentiation in some cases, we should have good hope of a solution along the lines of the Bill.

THE signs of the times certainly do point to the possibility—nay, the probability—of a genuine understanding, in place of a century of misunderstanding, between the Established and the Free Churches, on the question of religious teaching in schools. At an inter-denominational conference on Biblical teaching, held at Westminster on November 29 and 30, the Chairman, the Bishop of Oxford, was able to say at the close that he could not have guessed the particular church to which any of the speakers belonged. Again, the Congregational Union have asked the Archbishop of Canterbury to attend a conference to consider means for the abolition of the dual system. But, most significant of all, the Churchmen and Nonconformists of Wales have actually agreed upon a scheme—or, at any rate, the broad basis of a scheme—for putting an end to the "insidious and wasteful distinction between provided and non-provided schools." The agreement arrived at is submitted for the consideration of the local education authorities, and to that end a conference of representatives of the churches and of the authorities is to be called. It begins to look as if "gallant little Wales," which led the way in the organization of secondary education, may now lead the way in the settlement of a difficulty which has either marred or ruined the efforts of successive British statesmen to hammer out a really national system of education.

IN a foreword to the Annual Report to the Education Committee for the City of Sheffield, the Director (Mr. Percival Sharp) again alludes to the total arrest of

Sheffield. the provision of new elementary-school accommodation, and the more obvious and lamentable consequences arising therefrom. It is stated that the staff of the elementary schools on March 31, 1920, was considerably worse than in 1911, and that on the same date in 1921 the conditions had not improved. The cause is said to be the establishment of standard scales of salary, which has brought into competition with large cities, such as Sheffield, a number of smaller towns which had not previously provided satisfactory scales of salary for their teachers. In 1920-21, for instance, Sheffield secured less than half the number of teachers required—84 instead of 214—and of these 68 were drawn from the city and only 16 from other parts of the country. An interesting table shows that, whereas in 1912 the Committee were able to attract 60 per cent. of the total number of teachers appointed from areas other than Sheffield, in 1921 the percentage had shrunk to less than 20. In view of the difficulty of adequately staffing the schools, Sheffield Committee are driven to the conclusion that the path of greater effectiveness lies in the direction of a drastic simplification of the curriculum. Mr. Sharp significantly says: "What is generally termed the three R's, and what would better be termed the three gateways of knowledge—viz., reading in its broadest sense: that is, the power of acquiring with readiness, certainty, and ease the thoughts of others; and writing in its broadest sense: that is, the power of expressing simply, accurately, with dignity, and without pretence one's own thoughts; and arithmetic in its broad sense: that is, the first growth of the power of thinking quantitatively—these are the things which should be done thoroughly well, to the exclusion, if need be, of other subjects of the curriculum." We leave our readers to form their own opinions on this proposal.

Inspection. OUR readers will remember that an article appeared in our issue for last August dealing with the question of the Inspectorate, and setting forth certain opinions which our correspondent had collected from representative teachers regarding necessary reforms. The question now seems to be coming to a head, for we notice that the Head Mistresses' Association have passed the following resolution:—

That the Executive Committee of the Association of Head Mistresses, having considered and endorsed the resolution passed by the Incorporated Association of Head Masters in January, 1921:

"That in the opinion of this Association the time has come when the whole meaning, purpose, and method of inspection, including the policy of holding special periodical inspections and the method of appointing his Majesty's inspectors, should be carefully considered by the Board of Education in consultation with the teaching profession,"

invite the Board of Education to call a Conference with representatives of the two Associations to consider the whole question.

It is thus evident that two of the four secondary associations are ready to move in the matter. Further, a resolution identical with the above is on the agenda of the Annual General Meeting of the Assistant Masters' Association, and we have reason to believe that the Assistant Mistresses will take the same view. It is, therefore, to be hoped and expected that the proposed Conference, if and when the Board of Education consent to call it,

will be strengthened by the inclusion of Assistants as well as Heads, and will, therefore, be thoroughly representative of the secondary branch of the profession. It is clear that many teachers feel considerable dissatisfaction with the present system, and the holding of a Conference will be all to the good. It will, at any rate, clear the air, and if it results in judicious reforms it will not have been held in vain.

National Certificates in Chemistry. SINCE the Board of Education abandoned their functions as an examining body, there has been a lack of system in the tests applied to the progress of students in technical schools. The change from the old autocracy to anarchy was too sudden to be wholly beneficial. A new experiment is now to be tried. The Board of Education have invited the Institute of Chemistry, the premier association of professional chemists in Great Britain, to approve schemes of study in technical schools and colleges, and act as assessors in the award of certificates. The Institute will not actually frame schemes, but they will suggest, advise, and approve, in consultation with the Board. In the final year of the course the teachers will be associated with the Institute in its capacity as assessor. A full-time course in Applied as well as in Pure Chemistry is proposed, and a student will not be bound to carry out all his studies at the same institution; he may study different branches of his work at different schools. This experiment of the association of a body of professional men with the Board of Education will no doubt be watched with much interest by teachers and students of chemistry and by many other people.

The Burnham Reports and Economy in Education. RUMOUR is persistent that the recommendations of the Geddes Committee will include a reduction in the national expenditure on education. It may be well, therefore, to make the attitude of the teachers' associations perfectly clear as to the reports of the three Burnham Committees. All such organizations, whether of primary, secondary, or technical teachers, hold strongly that there is no justification for any reduction of salaries. This view rests on three grounds. In the first place, the Reports became definite contracts (not yet in full operation) between representatives of local authorities and teachers, which have been accepted by the Board of Education. Secondly, it cannot be too widely known that the scales adopted were *not* based on the cost of living at the time they were constructed; this fact rendered the scales inadequate, and therefore unpalatable to the teachers concerned, who accepted them only because a fall in the cost of living would, it was hoped, eventually render them adequate. Finally, a vital factor in the agreements was the proviso that the scales should remain in force for a definite period. Any reduction in the salaries due under the Reports will be a twofold evil. It will, in itself, be a gross breach of faith on the part of the authorities, which were consenting parties to the agreements. It will render salaries already inadequate still more inadequate, for the scales are in no sense sliding scales based on the cost of living. Strenuous resistance to these proposals we hold to be the duty of every teacher.

A COMPARISON of the rules of the Board of Education as to the issue of teaching certificates for teachers in schools of art, 1921, with those in force at the beginning of the century, is an index of how far art education has progressed since that time. Twenty years ago the qualifications for the intending teacher consisted of the satisfactory execution of certain much-laboured "works," which were, at best, only proof of his technical ability, and the passing of certain examinations, success in which testified only to his knowledge, and nothing to his power to impart it, or to his understanding of that radical concern of all teachers—the mind of the child and the growing man. The teacher of to-day must not only have satisfied the Board of his artistic knowledge and ability, but also must have completed an approved course in the principles and practice of teaching and school management. The syllabus for the Board's examination in this subject includes: (i) The point of view of the child; the point of view of the adolescent; the variation of treatment necessary for students of different capacities and different ages. (ii) The relation of art to the life of the individual and the community, and its place in educational systems, (a) as a part of general education, (b) for students whose tastes and aptitudes are predominantly artistic. (iii) The relation of art to industry. (iv) The methods of teaching drawing and art in elementary schools, trade schools, secondary schools, training colleges, and schools of art. (v) The organization and equipment of schools of art. Art training conceived in this way is in itself a "liberal education"; and the status of the art master has been raised, in the only possible way, by the discovery of new standards of value from within the profession. As a result of such training, a new impetus is now being given to civic and industrial art by the teacher's consciousness of the wider issues involved in his daily tasks. Again, here is another point on which much might be said. In the reports of the Examining Committees on the examinations held in May and June, stress is wisely laid on the necessity for observing and studying the world outside the school. We may hope for a more virile and imaginative National School of Design now that the schools are themselves teaching the danger of letting the academic outlook take the place of first-hand observation of Nature.

THE Burnham Report on scales for Secondary Schools contains various recommendations as to qualifications which should be considered as equivalent to a pass degree.

Alterations in the Recommendations of the Secondary Burnham Report.

Those relating to art have been revised, and the alterations have been duly accepted by the Board. In future, in addition to the new Art Teaching Certificate of the Board of Education, and full Associateship of the Royal College of Art, the Associateship or Schools Associateship of that College, the Art Masters' Certificate—Group I, the Secondary Teachers' Drawing Certificate of the University of Oxford, or a pass in the Drawing Examination of the Board of Education, provided that certain other specified conditions in each case are complied with, will be accepted as equivalent to a degree. A new section, 7 (e), which deals with non-graduates not otherwise considered in that section, has been formulated, which lays down the following as conditions for equivalency:—Full-time general education up to eighteen; matriculation at a British university, or an examination in lieu of matriculation; and a full three-

year course approved by the Committee, together with the passing of a satisfactory examination at the end of the course. The Report states that a second-class honours degree shall only be recognized as a "good honours" degree if the circumstances appear to merit recognition. These "circumstances" have now been defined, and take the form of conditions which will be considered as official evidence of special distinction, or additional academic achievement. The eight examples which are given show sufficiently clearly what standard is required, and should be carefully studied by all teachers holding second-class honours degrees.

ON behalf of the teachers of this country, we gladly extend a welcome to those teachers, about a hundred in number, from the Overseas Dominions, who have taken service for a year in the schools of the London County Council, under the scheme of the League of Empire for the interchange of teachers between the mother country and other parts of the Empire. We understand that 77 of these teachers come from Canada, 16 from Australia, and 1 from South Africa. We can imagine no better way in which the League could pursue its aims. Germany stands as a great example of what, for better or worse, a State can do through its schools. In the long run they are a tremendous political force for good or evil, and it is of transcendent importance that throughout the Empire they should stand for the ideals of great democratic communities. In this respect the mother country and the colonies may learn from one another. As to the actual practice of the schoolroom, the colonies, no doubt, have much to learn from the bold and varied experiments which are taking place in the old country. Furthermore, all the English-speaking countries, as Mr. Fisher pointed out when the visitors were welcomed at the end of November, have a great responsibility towards the English language, in seeing that its stream runs pure and undefiled. We hope for great and beneficent results from the interchange promoted by the League of Empire.

THE new Germany would fain make education more democratic; that is to say, organize it so that it may obliterate, and not accentuate, social distinctions.

Higher Education for Adults.

Now, difficulties, some economic and some religious, impede the realization of this desire. But the young can wait; their elders must be served promptly. In the People's University (*Hochschule*), for which Denmark supplied the model, there is achievement clearly visible; and to give some idea of what is being done in Germany for the higher education of adults we print elsewhere an article on "The Academy of Labour at Frankfort-on-the-Main," by its Director, Dr. Eugen Rosenstock. There are purposes for which water as it bubbles from the spring is preferable to the distilled water of the chemist, and we publish the article substantially as it reaches us. Yet, by way of elucidation, we set down the few words that follow. The students of the Academy are chosen by the trade unions, which support them and, if need be, their families during the nine months of study; it is the State that pays its teachers, whilst the University of Frankfort supplies lecture rooms and other facilities. In the domain of instruction the Academy does not imitate a regular university by using methods of minute

analysis, nor does it seek to train specialists in single sciences; it proposes to those who attend at it two main objects of study—*society* and the *individual*; then, at the end of the course, the two combined in *history*. The picked working man is to be enabled, pausing a while, to examine his own powers and the task that the world presents to him. For the rest, we let Dr. Rosenstock speak for himself.

WOMEN AND THE UNIVERSITY OF CAMBRIDGE.

By Mrs. ADAM, Cassel Fellow of Girton College.

The *Journal of Education* for November contained an article on the recent vote, by the Rev. H. J. Chaytor, in which the following passages occur:—

(1) The real issue amounted simply to this: the university was founded as a centre of education for men, and has worked as such for ten centuries. Does the fact that a body of women have been resident in Cambridge for fifty years give them any sort of claim to share the control of this education?

(2) Women have now obtained all that they asked for in 1897. It only remains to hope that they will accept the situation, cease to demand what can do them little good and might do Cambridge infinite harm, and allow the university to get on with its proper work.

As regards (1) it may be said that the university was founded as a centre of education. In early days there were none but men seeking such education, and those men adherents of the Roman Catholic Church. Foreigners like Erasmus were welcome visitors, but no medieval English founder would have dreamed of making special provision, either for persons of alien birth and religion, or for women in the home country. The needs of these classes were still far below the horizon, and it was not till the close of the sixteenth century that any Cambridge college opened its fellowships even to students of Scottish or Irish birth. After the Reformation there was a time of swaying to and fro: Anglicans, Roman Catholics under Queen Mary, Anglicans again, and Puritans ousted one another in turn, until the Act of Uniformity, in 1662, gave the Church of England for two centuries exclusive possession of the university. Founders' wishes, if there were any, were set at naught. After a long-drawn-out struggle tests were abolished by Parliament in 1871. British-born Dissenters were protagonists in the fight, but their efforts opened the university once again to Roman Catholics also, and, in addition, to students of all nationalities and religions. If the Lady Margaret were to re-visit her illustrious foundations, might she not be more surprised to find in the lecture rooms Hindus, Japanese, and negroes, than to see there women of tastes akin to her own?

This miscellaneous mass of students, including the women, fulfil certain conditions of residence and examinations, in return for which (plus sundry fees, which women are willing, but not allowed, to pay) all the men of every sort and kind obtained forthwith after 1871 full privileges of university membership. The women are still Outlanders, and have no status whatever. It is not control that they seek, but the right to exercise the normal functions of a society whose rules for membership they have obeyed. Resident and non-resident past students alike are deeply attached to the university, from which they have received invaluable benefits of education. They cannot help speaking of Cambridge as "our university," although she declines to look at them. They feel that they belong, and they cannot rest content, just as in history no body of *cives sine suffragio* has ever been content. They ask to be called "Cambridge women," no longer "women at Cambridge."

Two things make their position peculiarly anomalous. First, Parliament, without asking the leave of the univer-

sity to which the women may not belong, has given them the chief of university privileges—namely, the university parliamentary vote. Secondly, the pioneer work of the "women at Cambridge" impressed onlookers so much that all other universities in the British Dominions, watching the progress at Cambridge, have admitted women, almost without reserve, to full membership. The "women at Cambridge" have won the day for all other university women, and they alone remain without reward. It is as if all the Parliaments of the world were ranked and registered, save only the House of Commons, which was deemed to have no existence.

(2) In answer to Mr. Chaytor's second point, we would submit that what has now been granted to women is all that their friends ventured to ask in 1897, not all that they themselves desired at that or any other period since the foundation of their colleges. The earliest document of Girton College prescribes that its governing body shall from time to time take such steps as it shall deem expedient to place the college generally in connexion with the University of Cambridge, and this injunction has been repeated for fifty years in every annual report of the college.

Titular degrees, expressly excluding their holders from membership of the university, do not offer a final solution, and their value has lately been depreciated to a point far below that of 1897, by the generosity of Oxford in putting her women on equal terms with her men students. Again, titular degrees, without membership of the Senate or eligibility for any university post, did not solve the problem of the Dissenters, who exchanged (by parliamentary action) no status at all for this position during the years 1856-71. Every year they sent up their Bill with the cry "the university is for the nation." When the Bill became an Act in 1871 the strife faded into instant oblivion. The nation now includes women, who may well, with Prof. Adam Sedgwick (in his speech at Cambridge in 1869 on behalf of the Dissenters), "deprecate the university hiding itself in any little nook of prejudice out of the general spirit of the community."

If Cambridge is to be a university for men alone, the women who have shared its education for more than half a century should be expelled. By withholding membership from one category of students of junior and senior standing an impossible situation is created. The present policy of unequal treatment, to reverse Mr. Chaytor's words, does Cambridge little good, and may do her infinite harm. It is an ostrich-like pretence to suppose that women do not exist in Cambridge as students or teachers (not infrequently of undergraduate men), simply because they are called "women at Cambridge" instead of Cambridge women.

REMINISCENCES OF AN EX-HEAD MASTER.

By "RUDE DONATUS."

II.

ON THINGS CARNAL AND THINGS SPIRITUAL.

PROBABLY the first question which a parent or, at all events, a mother asks when she thinks of a school is about the quality and quantity of the food which is provided. Next to that, whether there is a good matron. And, after all, parents are not far wrong in so inquiring. Their boys are at the stage when their future depends largely upon how they are fed in the present, and their health upon the observation of first symptoms. Throats and stomachs! A matron is invaluable if she has a trained eye. She is worth a regiment of doctors. The ordinarily healthy boy can withstand most things in what he eats; but when he is overtaken by colic the capable matron has no hesitation, and has few failures. Throats are not so easy and may require the doctor; but, even here, the matron's first-aid is not to be despised. For does not the state of the stomach have its

influence upon the throat? Now, when I went to school, some fifty-five or fifty-six years ago, no one inquired what the food was going to be. Homes were simpler in food, as in other ways, and it was the same at the schools. Were we naturally hardier, tougher, less liable to break down? It may have been so. Consider how the modern parent would lift up his hands in dismay if the provisions of fifty years ago were to be considered adequate. There was, to begin with, school before breakfast. True, it often took the form of open-air drill, and mighty cold and dark it was in the autumn and winter. But there was no early snack before we began the day. It is, of course, true that boys won't, unless they are almost compelled, get out of bed in time for such things as cocoa and bread and butter, much preferring the five minutes' extra in the warmth of the blankets. But still, the food is provided, and the parent knows this. We had to wait until breakfast. Until we got into the sixth form, all that we had was bread and butter and tea. Mind you, both the bread and the butter were quite irreproachable and of the very best quality, but there was nothing else for us. It is always dangerous to be dogmatic about one's feelings and thoughts more than fifty years ago. But I have no remembrance of going away hungry from breakfast or thinking the food inadequate. The long three hours of work afterwards passed much as they do in every school. In the time before dinner those who had money enjoyed themselves at the pastry cook's hard by, either before playing some game or immediately before dinner, after the game was over; it made no difference to our insides. Dinner was meat and pudding: sometimes meat and bread and cheese, or soup and meat. There was always abundance of vegetables of various kinds. We were allowed two helpings of meat, but only one of pudding. The Doctor and the resident masters ate with us, and it remains with me a surprise I felt at, and the fascination there was in watching, the rapidity with which the Doctor ate his vegetables and pudding (he never touched the meat), while he talked without pause. As with the bread and butter, the quality of the food was very good and the cooking excellent; but how I should have enjoyed a second help of jam roly-poly! The only other meal was tea with bread and butter. Would a modern parent have been satisfied? I think not. Would a modern doctor have said that we were underfed? I think so. But I am sure that we were healthy and active enough. There were the usual strenuous games according to the time of the year, and there was bathing in the river. The latter was rather far off, and if you were a keen cricket-lover and wanted net practice with the professional you could not find time for bathing and net practice between the end of morning school and dinner. The result to myself was that I never learnt to swim.

One or two additions were made to the diet when you had got into the sixth form. At breakfast you had a slice of cold meat—usually beef—and (*horribile dictu!*) bread and cheese and beer for supper. Beer just before going to bed! But in those days it was the usual thing, and no one thought of milk as a substitute, nor that by all medical laws we were laying up a store of trouble in our developing manhood. It is worth while considering the above meagre diet. Was it adequate or not? I think we may certainly say that it would be quite inadequate nowadays. The rush and push and pressure which is the lot of every schoolboy now was unheard of. Everything was not competitive. There were oases of leisure in the cut and dried requirements of school life. It was easier all round. Both in school and out you had time to breathe. If the work was not well enough done in the classes below the sixth there were impositions or lines or hand-caning. The last is unpardonable, except that it was the common method. In this, at all events, we have improved. But even if your work or slackness involved you in punishment and some curtailment of the afternoon free time, it did not come to much in the total amount. No. There certainly was nothing comparable to the present-day high pressure. The modern schoolboy is harassed with examinations and the

thought that unless he can succeed in some competition or other his future is in peril. Out of school also, the organized—perhaps over-organized—games permit of very few loopholes. There is little time or opportunity for pause. The danger of pressing all into the same mould is real. It was not so two generations ago. Who shall presume to say that the one is all good and the other all bad? The resilience of boyhood is capable of very much more than the theorist or the ordinary medical man readily allows. We undoubtedly lost a great deal compared with the advantages which are now the commonplaces of school life, but I am not sure that we did not gain in independence.

Again, consider the holidays. They were not so long as now. There were but two halves instead of three terms. This in itself would be mentally and physically impossible now. Twelve or thirteen weeks are quite as long as any boy can stand the present pressure in school and out. The mind shudders at the idea of continuous schooling from January to June and from mid-August to December. There were a few days at Easter, but they were useful only to those who lived within easy reach; for we had few wealthy people among the parents to whom money was no object. But we are considering the holidays. They were certainly simpler. It may even be that they were spent at home. Supposing we were taken to the seaside for a fortnight, even there life pursued a fairly placid course. The bathe was the day's event and not over-prolonged. It was enough to enjoy quiet things quietly. But the real holiday was the time spent at home. Still, dull days perhaps, but there was the refreshment of the home life, learning to do little things for mother or sister, learning to understand a little what the father was giving up in order that we might have our chance at a decent school. It would be foolish and untrue to say that this is not to be found now; but there is a haste and a rush in home life as there is in school; and I sometimes wonder whether it can be good that young people should be always so hard at it and always on the go. Do they go back for a new term of work and all its pressure as ready physically and mentally as they ought?

There is one side of school life upon which I have said nothing—and that is what a schoolboy calls "Divinity"—and all that is thus represented. So far as school teaching went, my impression is that it was badly done. We hear now much about the boys being taught the Bible by those who do not believe it; and no doubt this does present a difficulty when the head master is drawing up his scheme of work. When I was at school this point hardly arose. Whether all the masters were believing and practising Christians, I cannot say, but there was nothing to show that they were not. Bible lessons were given throughout the school. In the sixth form I cannot recall anything but Greek Testament, and only the Gospels and perhaps The Acts (but of this I cannot be sure). Certainly I never "did" any of the Epistles. The Doctor always used Wordsworth's annotated Greek Testament, the edition of 1850. We prepared a certain amount, construed it, listened to his comments, and there an end. It was, I am sure, the least effective part of his work, and left little or no impression. If this were not so, I am sure there would remain something in the memory; and the contrast is great when compared with the *κρήματα ἐς αἰῶν* which were gained from the classical lessons. Anything further, such as the history of the Prayer Book or Church history, did not happen at all.

There were regular classes for the yearly Confirmation. The Doctor took us candidates all together for Catechism and explanation of the Confirmation service. Here also there was an incompleteness to modern ideas. A serious-minded house master of the present day would certainly consider our preparation very meagre. When the day for the Confirmation drew near the Doctor had us one by one into his study, and there was paternal advice and paternal inquiry, which we made use of or not. But very few, I imagine, took advantage of the opportunity. I myself was far too much in awe of him to feel anything but whole-hearted relief when the interview was over. This

was, of course, long before I got into the sixth and had learnt to understand the Doctor and his ways.

We had a school chapel: services, morning and afternoon on Sundays; celebrations once a month. Prayers in the schoolroom every morning. These are the bare facts in outline. I have clear remembrance that we really enjoyed the services in chapel, and sang the hymns, canticles, and (I think, but am not sure) the Psalms lustily and with a good courage. If criticism is legitimate upon the meagreness of "Divinity" teaching in general, let there be no mistake about the Doctor's sermons in afternoon chapel. He was a fine preacher to boys. I greatly doubt if he would be so considered at the present day. There was nothing cheap about his preaching. The sermons were written: the English of the finest and each sentence of the clearest. It must have meant a good deal to me at the time, for I can repeat the endings of some of his sermons after fifty-five years. In truth, the personality of the man came out here as it did in his classical teaching. The ordinary boy could understand. There was no trace of preaching down to a boy's level nor of elaborate writing. His sermons were just exactly suited to school life, full of knowledge of boys and attractive by the ease and grace of the language. But granted all this, it was the man who was preaching who made the impression. The clean-cut face, the impressive manner, the dominant personality. I remember one special idiosyncrasy. We boys were naturally always ready for a hymn with a good rousing tune. When any one of the head boys had sufficient courage he would petition for a hymn at the end of the afternoon service. Sometimes it was allowed: more often it was refused. When it was allowed it would be with but grudging consent. I can hear him now: "Oh, yes, have your hymn, and sing away all the good of my sermon."

It was a serious ordeal, as it ought to have been, when it was your turn to read the lessons. How we toiled at them beforehand! Well we knew who it was sitting at the west end of the chapel listening to and appraising our efforts. The Old Testament did not trouble us so much unless there were proper names. It was the second lessons which were the test. It may perhaps be granted that, at all events in the lectionary which was then in use, some of the Epistles were hard to be understood, and some hardly suitable for a boys' service; but there was no relaxation. A slip in a word, a mistake in emphasis, a blunder in construction—they were all noted. Lucky if irritation did not express itself in an audible kick of the hassock, but we knew that at "Divinity" on Monday morning our blunders would be pilloried and we should have to stand up, read the Greek, and explain where we had gone wrong. It would, I think, be true to say that the services in chapel represented a very real value in the week's adventures; and that they formed, as they should, a centre round which the school life circled.

FOREIGN AND DOMINION NOTES.

UNITED STATES.

Be a New Year's Greeting borne to America, to the administrators of education there—to teachers in schools of all sorts, from the university to the little red school-house on its stony, hillside plot—to all who.

A Greeting.

with us, build hope for the world on Anglo-Saxon concord! Education can do much to establish and maintain harmony. Statists (to recall, with Browning, an old word) come and go, and political opportunism may, from time to time, trouble international relations. Education is a continuing force which may be directed steadily to the ends of reconciliation and amity. In his address to Congress on February 11, 1918, President Wilson said: "The power of the United States is a menace to no nation or people; it will never be used in aggression; it springs out of freedom and is for the service of freedom." Let it be taught in English schools that such words express the true mind of America. Let Britain resolve herself to the same intent, and let American schools

proclaim her resolution. So will there be built up and stayed a friendship the more beneficial to mankind in proportion as it is more intimate and more strong.

Looking back on 1921, we seem to have discerned in the United States a disposition to examine more critically than hitherto the values called "cultural" or "disciplinary." Boys used to learn Latin verses

by rote for the disciplinary value of the process—to improve the faculty of memory; it is now agreed that there is no general memory that can be improved in this way, nor will the memorizing of verses strengthen the power to remember dates or faces. It is asked—Are there not other cases in which subjects are being pursued erroneously for their disciplinary values as distinct from their practical utility? We cannot discuss the matter in a paragraph, and do but record a fact in illustration of a tendency. The Department of Education in the State of Ohio having ruled that an approved high school need not any longer require a unit of mathematics, the official who speaks for the Department made the following explanatory statement (*School Review*, XXIX, 9):—"It is not the Department's purpose to let down the bars on a formerly required subject simply because it is difficult, if it has universal value in the curriculum other than 'disciplinary.' On the other hand, it is not our purpose to hold any brief for a subject solely because it is difficult, with the idea that it is needed to 'steel' the mind. The notion of 'general discipline' and the old 'faculty' psychology die hard, in spite of the findings of all the best modern psychologists that ability acquired through the study of any particular subject does not spread itself and make for proficiency in various other subjects. . . . Our aim is not painless pedagogy or sugar-coated curriculums, but we are sure it is wrong to retain a subject merely because it will provide opportunity for mental gymnastics."

A playwright has denounced English education on the ground that it leaves its pupils unable to speak English. Whose English? Whose English? Innate courtesy may well lead a teacher to conform his speech in some measure

to that of those about him; and it were a sorry business to send a child home with the notion that his parents are vulgar because they speak the dialect of their parents. The Americans and we ourselves must be more tolerant of dialect. In France, M. Mazel is pleading that local *patois* should have right of citizenship in the school, and in the South it is found impossible to exclude Provençal. As to delivery—clear, forceful utterance—we are at one with American schoolmen; and incidentally we subscribe what is written in the *English Journal* (Chicago, x, 9):—"Every teacher, whatever his subject, should know the difference between syllabic utterance, which has doubtful value even in the spelling class, and free conversational form, which even on the platform to-day is more convincing than the meticulous care of a pedant; should know what weakened forms are universally allowed in cultured speech, what speech perspective is, how English treats double consonants, and how we should divide syllables for the best tone-production, be the etymology of the words what it may." Yet we are thinking all the time not of voice-management but of those utterances that convey unifying thought. They form the English for which we are yearning.

FRANCE.

A writer in *L'Ecole et la Vie* (v, 9) tells of certain "Essais d'Universités paysannes." Whether *université* in English and *université* in French—the two terms are not coincident—are the best names

for institutions that seek to help and enlighten untrained adults we do not stay to inquire; we do but borrow from the French journal some information about *universités paysannes*. They are not in Utopia, but in France—one in le Gard and one in les Charentes. It is with the latter that we will concern ourselves. It offers a series of ten courses to young peasants or other dwellers in the country who have completed the fifteenth year of life and will pay five francs down to be registered as students. The courses, ten in number, are spread over the months from October to July, and each course lasts one whole day, from 9 to 16 o'clock, the formal instruction being reinforced by conversation and debate. In the year October, 1919, to July, 1920, the subject studied was "Ancient Civilizations," the ten courses being these: October, Egypt; November, Assyria; December, The Geography and History of Greece; January, Homer; February, Socrates and Plato; March, Aeschylus; April, Pericles; May, Pheidias; June, Athens (Solon); July, Sparta (Lycurgus). Then, in 1920-21, "Rome and Gaul" were surveyed, with an analogous distribution of matters, and again in ten courses. It is intensive teaching, followed by a time of reflection and private reading. Here, for example, is the programme for October 24, 1920, when Italy was

being studied as the setting of Rome:—9 o'clock, The country, geography of Italy; 10 o'clock, The ancient inhabitants; 11 o'clock, Lantern projections to illustrate the geography of Italy; 13h. 30m., The old traditions; 14h. 30m., Primitive institutions. Then came a pause until November 28, when the Conquests of Italy formed the theme. As to the teaching, it is not of the dry-as-dust kind, but so designed as to quicken liveliest interest; thus a lesson on Rome was opened with the reading of the dialogue, all fire and pathos, between Attila and a Roman chief ("Légende des Siècles"): "Qui donc est là? La mer des hommes bat ta porte," etc. The peasants, who bring with them provisions for the day, attend gladly; and it is hoped that the stimulating example of les Charentes (Charente and Charente inférieure) and le Gard will find imitation in other parts of rural France.

In a later number of *L'Ecole et la Vie* (v, 10) M. Édouard Herriot argues in favour of the fusion of the higher primary school with the *école pratique*.

An Opposition to be ended.

Nothing more stupid, he says in introduction to his article, than the tradition that set in opposition technical scientific instruction and general education. "Toute notre histoire française proteste contre ce non-sens. Rabelais, qu'on vient de fêter et qui a contribué à fonder l'humanisme français, était un médecin fort attaché à sa profession. Si Descartes a donné sa conclusion logique au mouvement d'idées issu de la Renaissance, s'il a pu concevoir une théorie scientifique du monde hostile à l'esprit d'autorité, s'il a préparé toute l'œuvre du XVIII^e siècle et la doctrine du progrès par la raison, s'il a pu écrire le 'Discours sur la méthode,' c'est qu'il était, avant tout, un mathématicien. Blaise Pascal se forme par l'étude des sciences physiques; ses maîtres s'appellent Roberval et le Père Mersenne; avant d'écrire 'Les Provinciales,' il compose le 'Traité des sections coniques' et construit une machine à calculer. Voltaire ne devient vraiment actif et fécond qu'à partir du jour où il a compris la grandeur des sciences et pratiqué Newton."

GERMANY.

We give some miscellaneous intelligence from Germany, as fresh as we can serve it up. (i) Through the decline

Miscellen.

of the birth-rate during the war, the number of children in the Volksschulen has decreased, as it is estimated, by 24.5 per cent.—(ii) Among the books recommended by a committee for children of *six or under* is Dieck, "Schweinchenschlachten, Würstchenmachen," 24 M., the subject and the price being noteworthy.—(iii) On October 10, the Comenius Society, among the founders of which were Rudolf Eucken, Kuno Fischer, Friedrich Paulsen, and Wilhelm Rein, celebrated the thirtieth year of its existence. Next Easter, the Prussian Lehrerverein will celebrate its fiftieth.—(iv) There are many proposals for making by law November 9, the birthday of the New Germany, an annual holiday.—(v) In the *Frankfurter Zeitung*, Dr. S. Kracauer has been deploring the detachment of the German university, still the home of the exact sciences and manifold research, from current social and political movements.—(vi) As a consequence of the *Reichsgesetz über die Grundschulen*, girls can now be admitted to higher girls' schools only after a four years' attendance at a *Grundschule*, or basic elementary school.—(vii) Chemnitz begins in 1922 the system of supplying free school material—free exercise-books for writing and arithmetic representing the first step.—(viii) The Committee of the German Women Teachers' Union pronounces child-bearing by unmarried women teachers to be an offence for which disciplinary proceedings should be taken under § 10 of the *Reichsbeamtengesetz*.—(ix) In Berlin there are agitations to compel married women teachers to withdraw in favour of unemployed men and women teachers.—(x) Bogatzky's "Golden Treasury" is advertised (in a fifth edition) as a Christmas gift; it costs 22 Mk.

AUSTRIA.

The education of adults is always and everywhere needful, no man's education ever being complete; in England the delay to proceed with the Education Act, 1918, renders provision for the adult more imperative than it otherwise would be. It seems

The Vienna People's University.

to us that in this domain the World Association for Adult Education is doing good service. From the Association's tenth bulletin which relates to Austria, we jot down a few particulars about the *Volksheim*, or People's University at Vienna. Its foster mother was the University of Vienna. The building that houses it—in Ottakring, a crowded workers' district—contains a library, an amphitheatre for lectures, and a natural history museum. Among the students are clerks of both sexes, workers, teachers, goldsmiths,

coppersmiths, soapmakers, galvanizers, carpenters, mechanics, dressmakers, milliners, shop assistants and factory hands. They may study at will:—poetry, commercial geography, political economy, social politics, psychology (both theoretical and experimental), common law, history, the history of Austrian administration, drawing, designing and painting, stenography, mathematics, engineering, electricity, choral singing, French, English, Italian, Russian or Czech. English is a popular language and there is in the *Volksheim* a John Ruskin Club, which, until the outbreaking of the war, kept up a lively correspondence with the students of the John Ruskin College at Oxford. In 1919–20, there were 272 classes, with 10,496 students attending them, a growth exceeding even the wildest dreams of the founders of the People's University. The number of English classes was 11, with an attendance of 1,142, that of the French classes being 909, Italian 601, Czech 592, and Russian 70. Even for Latin there was some demand. In spite of the general depression the workers of Vienna show eagerness for education, and it is hoped that ultimately there will be a *Volksheim* in every district of the historic city.

CZECHO-SLOVAKIA.

The year was marked in the young State by the founding at Prag of an Institution for Experimental Pedagogy, with university courses for teachers, men and women, of all orders, who will find in it the

New Foundations.

necessary means for studying the science of education by the new lights. In this winter half-year courses of lectures are being delivered on philosophy, pedagogy, experimental pedagogy, pedology, and anatomy as a basis of physical education. The founders were the Czecho-Slovakian Lehrerbund and the J. A. Comenius Pedagogic Institute of Prag. If the new courses are successful, there is to be developed a Pedagogic *Hochschule*, which will realize Comenius's ideal of a Collegium didacticum. A similar institution was established at Brünn, and lectures began, as at Prag, on October 15.

QUEENSLAND.

In a spirit of fairness we publish the following extract from the *Queensland Education Journal* (xxvii, 6), remarking only that our esteemed contemporary might have worded its protest more daintily:—

A Repudiation.

"In a prominent British educational journal a learned professor, writing on 'Bias in History Teaching,' throws an undeserved brick at Queensland State education. He states that education is being prostituted for partisan purposes, and follows this with the gem: 'In Queensland a teacher has to form all his history teaching upon the doctrine of the sanctity of State prosperity. The prime object is to make intelligent and earnest Socialists.' While he was on the job, he might have mentioned that 'Socialism in Our Time,' 'Karl Marx,' and 'How to Revolute,' by Blowemupsky, are the only history text-books allowed to be studied."

NEW SOUTH WALES.

In New South Wales birds continue to be the objects of regard and study. The *Education Gazette* (xv, 10) publishes *Bird-Life* as a supplement, and October 28 was the eleventh Bird Day of the State.

About Birds.

It is the Gould League of Bird Lovers that protects the feathered world, one of its amiable purposes being to encourage the formation of bird sanctuaries. To dispel a popular illusion, we make a quotation from *Bird-Life*: "Adam Lindsay Gordon wrote of our 'Songless birds,' and Marcus Clarke alluded to 'the weird melancholy of the Australian bush.' These mistakes would never have been made if the authors had listened to the melodious notes of the harmonious thrush, the rapturous flute-like tones of the butcher-bird, the carol of the magpie, the brilliant whistling of the thick-heads, the delightful melody of the brown song lark, and the songs of many other Australian birds." Australia has representatives of every family of birds except two—the vultures and the wood-peckers.

LECTURE DEMONSTRATIONS FOR TEACHERS.—There has just been organized in London a unique series of lecture demonstrations for teachers. The courses so far arranged embrace "How to Teach English Composition," "Individual Work," "Music," "How to Tell Stories to Children," "Drawing," "Little Folk of Other Lands," &c. A few lectures have already taken place, and the whole series promises to be very popular. Teachers who are interested should write for full particulars to the Secretary, Lecture Demonstrations, Montague House, Russell Square, W.C.1.

PRINCIPLES OF RELIGIOUS TEACHING.

By the Ven. J. M. WILSON, D.D., Canon of Worcester

[Canon J. M. Wilson, formerly head master of Clifton College, delivered two lectures on "The Difficulties experienced by Laymen and Women in Teaching the New Testament in Secondary and Elementary Schools," at Worcester, November 29 and December 13. The full notes of these lectures were too long to be printed entire in our columns; but, at our request, Canon Wilson has sent us extracts which deal with principles. The second lecture was wholly occupied in answering questions sent him by the teachers (anonymously, by his request) after the first lecture. They dealt almost exclusively with theological questions of the greatest importance.—EDITORS.]

THE very recent publication of the "Departmental Report on Teaching of English in England" makes the subject of these lectures of obvious and urgent importance. That Report opens a new vista in education—new ideals, new methods. The consequences of the general and habitual reading of the Bible in our schools, which the Report recommends, are more than can be at once foreseen. The effect of the Report may be greatly to diminish the difficulties now felt in teaching the New Testament.

It is not generally realized, by either laymen or clergy, that the difficulties which have to be faced by a teacher in a school in teaching the New Testament are much greater than those faced by us clergy in our pulpits. We clergy can, and do, select the subjects of our sermons, and choose our own treatment of them. You teachers have the subjects of your teaching chosen for you, and your treatment of them is determined by the diocesan inspection. We select the subjects which we think of highest spiritual and moral value, and such as are also suitable to teach and inspire our special congregations, and within our power to handle. You have no such freedom. I want this difference to be fully realized: it is at the root of our difficulties and of much failure and distress. Let us clergy imagine the effect of a bishop prescribing the subjects of a vicar's sermons, and his archdeacon examining into our treatment of them and reporting on how little our congregations had learnt!

To put it otherwise, we clergy are called on to teach Christianity. You teachers have to teach the New Testament. How has this difference in the degree of freedom entrusted to clergy and that allowed to school teachers historically arisen? Is it still necessary or advisable? Is it not quite the reverse? . . .

It has in the past been taken for granted that verbal instruction in the New Testament is the best, if not the only, preparation in childhood for learning what Christianity really is. Of the origin of this assumption I shall speak presently. Suffice it now to say that greater freedom for the teachers to select subjects and treatment is indispensable for effective religious teaching. It has often been said that "the Arnold of elementary schools" has not yet appeared. How could he? In any new educational schemes let teachers look to it that freedom is found for many such men to do what Arnold did. And here I may say parenthetically that the opinion of you teachers is an increasingly powerful factor in educational matters. Hitherto battles on educational principles have been fought over your heads; battles in which party politics and sectarian interests have been the chief consideration. That has begun to offend the public conscience. The nation is beginning to "set the child in the midst" as the first consideration; and it looks to the teachers to tell us what is the true interest of the child. And we do not forget that the child of to-day is the England of to-morrow, and that to-morrow is very near to-day.

One great difficulty, then, in teaching the New Testament in schools at present is that the teachers, and especially the head teacher, who are the only persons in contact with the child, and who really know what is effective, have not been generally entrusted with freedom in the choice of subjects

and treatment of the moral and religious work of the school. This should, and can be, remedied.

And there is another general difficulty, harder precisely to define, but very real.

There exists an actual educational ideal, really inspiring most of the teachers, and ever renewed by contact with children; but it is no longer identical with that which centuries ago determined our present system, and still haunts us. That lack of identity which is hampering schools is apparently not realized by those who at a distance organize and administer the systems of both general and religious education in schools. The result is the absence of a high educational ideal, recognized outside the profession. The heart is thus taken out of teachers; their best work in character-forming is little understood; their efforts in the use of religious instruction for character-forming are first crippled, and then their results severely judged. The teaching of the New Testament will be at once less difficult and more effective when it has found its natural and inevitable place in a recognized educational ideal. . . .

Difficulties may thus in two ways be largely diminished; but difficulties are inherent in all religious teaching. They are inevitable in the attempt to introduce to immature minds the greatest thoughts. In such thoughts precision of definition is much desired, but is misleading, and is practically impossible. By no compromise or artifice can these difficulties be evaded. They can be best met by a true and high ideal of national education, firmly and consistently held by teachers, collectively and individually, and recognized by all education authorities, in which religious education finds a natural place; by the teacher's power to feel, and show in his teaching, personal sympathy with the immature and developing minds and souls of the young, and his full recognition of the difficulty and heroism of a Christian life; and by the teachers' freedom to adopt their own methods, carefully thought out, in the delicate work of fostering, by reading the New Testament, the varied intellectual and spiritual development of their scholars. A few extraneous and artificial difficulties can be diminished. But real religious teaching, the contact of soul with soul, can never be easy, or a matter of routine precisely defined. Personality is the dominant factor. And personality will grow and be multiplied when high aims are put before teachers, and they are granted freedom to work for them. . . .

Have we in England any conscious national ideal at all as to the part England is called on to play in world-history? It is a conscious national ideal which inspires and moulds a nation's educational ideal; and it is the body of teachers, through their educational ideal, which in its turn brings to realization the national ideal. Test that generalization by examples. . . .

Two things, believe me, stand out clear in modern history: one, that nations become factors in world-development through great ideals; the other, that it is mainly through teachers, through schools, that great ideals are planted in the homes and rooted in the nation's life. That is the unique position teachers hold in a nation.

Let us turn to England and ask once more, What is now our national ideal? our vision of the part England is called on to play in the world? Are we in truth only a nation of shopkeepers, content if only we make a profit? And will competition with other shopkeepers lead to periodic and ever more devastating wars? Our people are saying "No." Our great Anglo-Saxon race (for, of course, I include the U.S.A.) in these last years has found its soul, and is not ashamed to find it is Christian. It is realizing its place in the long development of human history, and its function as a chief agent in carrying out God's purposes in the world.

We have a national ideal. Our race is to be the home and example to the world of justice, truth, humanity, and ordered freedom; of reasonableness and tolerance; of patience and calmness and faith; of growing brotherhood and generous citizenship; of mutual service and mutual respect. Our national ideal is essentially Christian. It has

spiritual as well as materialistic ideals; and as part of both ideals it has the sense of self-respect and of vocation, which demands unyielding resistance to acts of aggression and wrong.

Observe that I do not say that such *ought to be*, but that such *already is*, our national ideal. It has been shown by the splendour of service and sacrifice, so modestly, unconsciously, given by those "glorious Englishmen" and women in the Great War. But it is unconscious, unformulated; very shy of calling itself Christian. If this ideal is to be propagated and enriched, if it is to become the conscious, explicit, and inspiring ideal and religion of young England, of the boys and girls who have not themselves passed through the fire, it must first be, what it has not yet become, the recognized and avowed educational aim of the teachers of England. We must, in a word, identify the conscious ideal of our schools with the highest actual ideal of the nation and the race.

That it has been, and is, the tacit and unavowed ideal of our teachers, I know. Under many difficulties, often with little discerning appreciation, they have done a great work in forming the character of the mass of England to-day. In these last years, as the Report I have referred to says, "Many who had been inclined to discount the elementary schools as factors in social and intellectual progress have discovered them to be a power in the land." . . .

The schools have been, as I said, hampered by the old and now inadequate ideal which gave them birth. We must not forget that the whole educational aim and systems of England were formed in the Middle Ages. They may be traced back a thousand years; and while subjects have been altered, its general principle, though now faintly discernible, remains the same. At least, no other has yet avowedly and authoritatively replaced it. The medieval aim and ideal was *to fit a child for membership of the Church*. That was the aim which inspired, promoted, fashioned education in England.

Let us first pause to remember that this was a grand ideal, incomparable. It civilized Britain. It created Christendom. It is our strength. It must never be abandoned; it must still be ours; but in an enlarged form. The Church is now something wider, larger than it was a thousand years ago.

For since the time of Charlemagne and the middle ages, our whole conception of this earth and of the universe has been immensely widened; and with that widening our thoughts of God and of man have also been transformed and raised: our conception of the sphere of work, both of our English nation and of the Church, and therefore of the fitting preparation of the young for membership of them, have also been transformed and magnified. Such preparation must now include the whole of the high and wide spiritual purposes which are animating us as a nation. Its methods also are changed: they must be determined by our increased knowledge of the science and art of education.

Our educational ideal has been too individualistic: it has been cramped by the limitations of the old ideal, and its methods of presentation. It has not made use of the new sources of power. It has in some degree become reactionary and obscurantist. As so often happens, the means which it at first employed have become the end. This limitation has been a source of many of the difficulties experienced in teaching the New Testament. . . .

England is, thank God, deeply saturated with the Christian spirit, though that spirit is largely latent, inexpressive, unconscious, till called out to act in some emergency. But it is there: you may rely on it. To find some adequate intellectual expression of that spirit, to devote oneself to its propagation, and urge it on others, is the absorbing aim of some of the noblest and best among us. Witness the amazing output of really good religious books. They have never been surpassed in quantity or quality. That work is a sign of the vigorous life, the militant quality, of the Church in England at this hour. Such writers and preachers and students may be compared with the Library of a university, that preserves our continuity with our long past, and with its Laboratory,

that is furnishing new means of progress in the future. Thus we teachers have on our flanks sincere Catholics, Roman and Anglican; no less sincere Protestants and Evangelicals; and the students of philosophy, criticism, history, science, who form the modernist school of method. In their work you as teachers of the young can take no part. For the mass of the nation (and all its young people) are neither Catholic nor Evangelical nor Modernist, but simply Christian, ethically Christian. It is incapable of abstractions and theories; it is perplexed by them, and it distrusts them. It has forgotten most of what was prematurely pressed on them at school. The truths it then learned stand in little or no relation to its religion. That central mass has its own very simple creed; but its heart is in conduct; its mind is directed to conduct. There, it is convinced, is the true sphere of the Spirit of Christ. That mass is silent; aloof, waiting, waiting for light. It is not hostile; it contains splendid material.

That central mass is your province, O teachers. Conduct and character, not creed, are your sphere. That is your great "national" Church. You are its priests and its prophets. . . .

Are you convinced that a great national ideal already exists among us, latent, unexpressed? that it consists of character, right action, an enlightened conscience, truth, justice, freedom, tolerance, humanity, kindness, and respect for others as for ourselves? And are you convinced that you teachers are the national organ, alone capable of impressing on all the youth of our country this national ideal? And are you also convinced, as you look at home, or at the East or the West, that the time has come for you to proclaim it as your ideal?

And do you also see, and this is the great thing to see through the mists that obscure the truth, the thing which all, I fear, will not readily see, that this is what Christianity, that divine mustard-seed sown nineteen centuries ago, has grown to and now is? Can any thoughtful lover of Christ gravely doubt that if our Lord were to revisit the earth, it would not be chiefly in the honour paid everywhere to the symbol of the Cross, not in our glorious buildings and services, still less in the creeds and the innumerable volumes of theological controversy about them, that He would see of the travail of His soul and be satisfied? Assuredly it would be in pious homes, in the growing kindly sympathetic and mutual service of myriads, millions, of our everyday folk; in the passionate resolve to humanize and spiritualize, at any rate for our children, all lives of necessary toil; in the acknowledged need of God's presence to purify and uplift human life. He would assuredly look with pleasure at our infirmaries and sanatoria, our open-air schools, and children's clinics, our boy scouts and girl guides, our service of the aged, the unemployed, the weak, the fallen. These are veritable churches, He would say, founded in My Spirit. Most of all, I think, He would rejoice in our schools; and in the continued sympathetic care and education of our young people who leave them, where it is shown. This is the actual living Christianity of our century and our country, embracing all ideals that have gone before, and wider far. It is in these He would see the fruit coming; the blade, the ear, if not the ripe corn in the ear.

Now it is to maintain and deepen this spirit of a divine humanity among us that wider and more intelligent teaching of the New Testament is, as I am sure, indispensable. . . . The inspiration from the Bible, which in our long past has created the truly Christian ideal in the nation—the duty of a Christian to his neighbour as a brother—is needed to sustain and advance that Christian ideal. The Bible seems to be dropping out of national life. But it is indispensable; it must, however, be better used, and the teacher must be set free and trusted to learn to use it suitably for his own powers, and for those of the child. . . .

The Departmental Report speaks (page 9) of "the vast importance of moral training"—urges that education shall be regarded as experience, and shall be kept in the closest contact with life and personal relations. All the "General Introduction" of that volume must be read and digested;

(Continued on page 20.)

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and its last chapter on the Reading of the Bible. "It is no longer possible," the Report says, "to deprive our schools of the free and impartial study of the Bible." . . . What is "moral training," which is of such vast importance? An excellent little book about it is Bishop Gore's "Christian Moral Principles"; but the best definition of it I have met with is this: "To teach morality is to inculcate conduct which is in harmony with social needs and requirements."

Needs and "requirements," you observe; therefore it is a *duty* of the State. It is the interest of the State that people should not be idle, violent, licentious, &c. Such people are bad citizens. Laws forbid and magistrates penalize such conduct; reformatories try to amend such transgressors. But it is mainly to the schools that the State looks to diminish or wholly avert the appearance of such characters by training up the young in the habits, the virtues, and ideals which are the very opposite of these anti-social vices. This moral education has been, and is, going on in our schools. Our debt to the schools is very great. I have spoken of the way in which the character-forming is effected now in our schools. It is a result of the whole school atmosphere; its discipline; its community-life; its sense of duty and honour. School life demands social virtues; these are felt early, and the training in them is the best incentive to individual virtue.

Let me give an illustration of real moral education. Have we, even we teachers, fully grasped what the greatest living English educationist has already done in moral training by the power of a clear and true ideal? Does anyone doubt of whom I speak? Baden Powell of course. By his insight into the fine side of boy-nature; how out of their generous instinct for community-life, for mutual helpfulness and trust, for loyalty, kindness, the call to something heroic, the English boy finds his soul. It is the religion, the natural foundation of the adventurous Christianity of a boy, on which is built the firm Christianity of the man.

The natural foundation I say. And through failure to perceive this, much of religious instruction has not been so founded; it has been up in the air, detached from life, and vanishes when the children leave school. . . .

Religious instruction is shown by world experience to be necessary to consolidate and consecrate the results of moral training. For children, like the rest of us, find that they can resist the call of duty and honour. "Why," they ask or feel, "why should I do what I don't like?" Why? The teacher is driven to the idea of conscience: a faculty, remember, not very early developed in the individual or the race. Socrates was probably the first to isolate this characteristic human faculty and give it a name, though the prophets of Israel felt it. Conscience, that mysterious faculty, awakes in the child. "I ought," he feels and knows. And the next thought is, "And I can: but I have the choice. Shall I say 'And I will,' or 'But I won't'?" . . .

Religious instruction is to help the child to give the right answer. No one can summarize what it is in a paragraph; but the essence of it is that Conscience is the voice of God; it is the witness to us that we have a spiritual nature, our true nature; that we are linked thus with our Father in Heaven. Thus religious education reinforces and supplements moral. . . . Conduct must be fenced by strong negatives—*Thou shalt not*—grounded on the sum total of God's voice in the hearts of men of all ages. We picture Him at first as a Being remote and separate from us: we learn that, though we cannot know Him as He is, He speaks in the hearts of men. Then, of course, we go on to show how Christ taught the Decalogue, and how He put before men the difficult but heroic path of living the higher life, of purity, service, love. . . .

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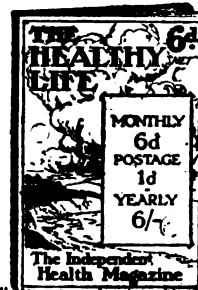
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PRIMARY SCHOOL NOTES.

Promotion under the Dual System.

ONE of the professional difficulties perpetuated by the dual system lies in the difficulty experienced by Council school teachers in securing promotion to headships in Church schools, although in many cases it is not impossible for a Church school teacher to be appointed as head teacher in a Council school. Proposals have been made from time to time for the preparation of promotion lists of teachers by local education committees, in order that suitable candidates may be suggested for promotion irrespective of their religious denominations and beliefs. Such lists have failed to become effective because voluntary school managers have always jealously retained their exclusive right of appointment; deprived of this they would lose a very valuable factor in maintaining the supply of Church school teachers. The increasing difficulty of maintaining non-provided schools in a sound state of repair appears to be causing the transference of assistant teachers from Church schools to Council schools, where, as a rule, the conditions of employment are superior; it also tends to restrict the choice of principal teachers for small voluntary schools in a marked degree.

Raising the Age of Admission to Schools.

THE suggestion that the age of admission to Primary schools should be raised to five years has been made several times in the past, and has always been severely criticized by those who have definite knowledge of the domestic conditions under which working-class families live. Where there are large families of the poorer class the alternative to the Infants' school is the street, since there are no domestic facilities for the nurture and education of young children. To allow children to run wild in the slum districts of towns until the age of five is attained would make the discipline of infant schools difficult to maintain. It would probably prolong the length of infant school life by one year; and this would automatically cut down the school life of children in the upper departments by a similar period. In effect, the school-leaving age of fourteen years would signify, in the educational sense, a leaving standard of thirteen years. The raising of the age for admission to secondary schools to ten years, is a policy which would find ready endorsement from all those who are cognizant of the difficulties of providing advanced courses of education for Primary school pupils.

The Recommendations of the Geddes Committee.

THE attempt made by a member of the Geddes Committee, prior to the issue of its report, to prejudice public feeling against education has acted as a tonic to all friends of our school system. The inclusion of all the expenditure of local education authorities with that of the Board of Education, and the public presentation of the total in such a form as to allow ordinary people to assume that the whole was paid from government grants, betrayed an anxiety for the reception of the Committee's report which augured ill for the stability of its conclusions. A further statement by the same member, that the Burnham scales were based upon the standard of living two years ago, was a misstatement of fact inexcusable in a business man. The case for a wise and expanding expenditure upon national education is so strong that those who are in touch with progressive opinion do not fear the result of the issues raised in the report of the Geddes Committee in relation to education. The various points have been so recently investigated by the national committee on retrenchment, that many people are already convinced that the proper body to make suggestions about economy in educational expenditure are those who have some intimate acquaintance with the organization and administration of education.

National Union of Teachers.

THE entire organization of the National Union of Teachers is now engaged upon the struggle to resist proposals to reduce salaries. A special committee of the executive has been formed to initiate ways and means of conducting the campaign. Reports from teachers' associations in all parts of the country betray an indignation at the suggestion of salary "cuts," which has seldom been equalled in the long history of the Union. It is clear that the recent drastic amendments made in the application of the Burnham scales are regarded by members as the limit of concession. There is an evident quickening of enthusiasm among all teachers in the justice of their case; and it is possible that many of those who recently left the Union owing to sectional differences will renew their allegiance in the New Year.

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I.

INTRODUCTORY.

By Prof. JOHN ADAMS.

WE teachers are a conservative folk, and, as a rule, we are disinclined in our daily practice to seek out novelties. Perhaps it is inherent in our profession that this should be so. To be sure, the educational magazines seem to give the lie to such a contention, for they are full of descriptions of new plans or of old plans suggested for revival. It is perhaps natural for the general reader who dips into educational literature to go away with the impression that our schools are living in a giddy round of innovations. We talk glibly about the new education and the new teaching, and with justice, for there is undoubtedly a somewhat unusual stirring of the dry bones at the present moment. But those who are greatly concerned about the resulting general disturbance are giving themselves needless trouble. Taking the profession as a whole, it stands far more in need of stimulation than of repression. Let it be conceded that this conservative bias has its useful side. There is a real danger of cranky and freakish persons upsetting the staid and steady progress of our schools. Something may well be said for teachers who soberly and intelligently question the value of all the new suggestions, even if the questioners betray an unmistakable preference for what they complacently call "the good old grind."

So long as the conservatism of our craft confines itself to a jealous scrutiny of the claims of innovators, it is all to the good. Even the most enthusiastic would-be educational reformer cannot but feel sympathy with the attitude that regards the teacher and the pupils as the very essence of the school, and all the rest as more or less negligible appendages. Most of us are pleasantly impressed by the American

definition of an ideal university as a log with Mark Hopkins sitting at one end and a student at the other. But, in practice, the simplicity of this lowest common denominator of schools is unattainable. Even the most conservative among us admit the need of a decent building, comfortable classrooms, and an irreducible surd of apparatus. Seats and desks, inkpots and pens, a blackboard and a few maps are now demanded by all, though there are not a few who regard anything beyond these as somewhat of the nature of superfluities. Even these beggarly elements are sometimes regarded as being supplied in excess. President Wirt, of Gary, for example, scoffs at the idea that in the school there must be a seat and a desk for every pupil. There is no more need for this, he contends, than there is to provide every citizen with a seat of his own in the public park.

This self-denying tendency has been set forth here in order to help us to reach the minimum amount of aid in classroom work that may be regarded as essential or, at any rate, primary, so that we may go on to discover where to begin with aids that may fairly be classed as supplementary. Let us agree, then, that whatever furniture and apparatus are essential before the school can be carried on at all are primary, and that whatever is added thereto for the purpose of increasing the efficiency of the work is entitled to be called supplementary. Here the conservative teacher is inclined to join issue at once, and to maintain that a great many of the recent *faux-pas* may tend to the pleasure of the pupils, and perhaps to the ease of the teacher, but have nothing to do with the efficiency of the school. The "good old grind" is once more at grips with its ancient adversary, "the primrose path," and the tiresome old quarrel glows afresh. We are told that it is not the teacher's business to invent machinery to save the pupils from having to take trouble: rather we should spend our time in seeking out ways of making them take more trouble. But this is precisely what a good many of the new plans seek and attain. Their general aim is to enable the pupil to make the best use of his own powers, to help him to reach the best results with the minimum waste of effort.

The writers of the series which the present article introduces will supply abundant illustrations of all manner of supplementary aids in the different subjects that they treat. Some of these will necessarily be referred to here in illustration of the general principles of supplementary aid, but the detailed treatment must be left to the specialists whose work will follow.

A preliminary broad distinction may be usefully drawn between aids that take the form of apparatus and those of a more general character. While conservative teachers are strongly suspicious of all manner of supplementary aids, they keep a reserve stock of suspicion for anything involving special apparatus. The suspicion is certainly not unjustifiable. It is a safe maxim, even for the progressive teacher: "Put not your trust in apparatus." But it is carrying good advice to a dangerous excess when we ban apparatus altogether. The teacher is not called upon to make a crutch of apparatus, but merely a staff. So far as we are concerned here, it is to be treated merely as a supplementary aid. We are thus freed from the most insidious form of apparatus temptation, its tendency to pass from servanthood to mastership. This tendency is marked in all the systems that demand a special set of apparatus. We need not wander into the disputes raging round the kindergarten apparatus and the Montessorian. Examples are to be found every day wherever we have teaching material that can become standardized and authoritative. As soon as the teacher finds himself being dominated by the illustrative material that he uses he is in danger, and ought to take thought and mend.

Strong as is the tendency to yield to the seductions of the apparatus suggested by another, there is a still more powerful temptation to yield to the blandishments of our own, poor thing though it be. Whatever we have found out for ourselves, naturally and properly has a special attraction for us. Further, we can get better results out of an inferior

plan or piece of apparatus that has been invented by ourselves than from another that may be intrinsically better but comes from without. All the same, the teacher cannot afford to let even his own inventions become his masters. Fortunately there is a tendency in human nature that works against the permanency of such plans or apparatus. The creative instinct is strong, even among teachers, and once a bit of apparatus has suggested itself to our mind we have the natural stimulus to carry out our idea by producing the actual object. This often implies long and sustained effort, much experimentation, frequent failures. The creative instinct hounds us on, however, till success is reached, and then in many cases a reaction sets in. We very soon become bored with what we have produced. In spite of the loving care expended on its making and perfecting, it fails to maintain sufficient interest to carry the teacher over the dreary period of the monotonous application of his invention. The work of such inventive teachers, however, is not wasted. The spirit developed in the process of inventing and developing the idea, and in giving it concrete expression, is in itself a valuable asset; and in many cases the actual piece of apparatus is passed on to less ingenious, but more pedestrian, teachers who bring out of it all of which it is capable. Not nearly enough is at present made out of the possibilities of interchange among teachers. One of the less laudable supplementary aids during the bad old times when schools all over the country had to prepare for the same external examinations, was the interchange of "tips" of all kinds among schools sufficiently far apart not to regard themselves as local rivals in the way of successful examination results. What used to be done for a somewhat tainted end should be done in the interest of sustained stimulation of genuine educational ideals. A teaching device or an ingenious piece of apparatus may have exhausted its mandate in one school, and yet be a welcome stimulus in another. For a school may become immune to the good influences of a much used supplementary aid, just as a given organism may become immune to the evil influence of a bacillus to which it has been for too long exposed.

There is a further obstacle in the way of developing material supplementary aids to teaching. This consists in the difficulty of finding storage room. A few inventive spirits on a school staff, aided and abetted by one or two who are "men of their hands," will in a few years produce such an embarrassment of riches as to make the housing problem a professional as well as a domestic matter. Here again relief is to be sought in a judicious system of exchange, or even of free gift. Many items of teaching material are required only at a certain period of the school year, and all the rest of the time they may be profitably on their travels among friendly schools, returning annually to the parent institution for their term of service. Everything in the way of graphic illustration is peculiarly amenable to this treatment. Maps, charts, diagrams, rough but permanent pictures, accumulate with alarming rapidity; but, on the other hand, they are easily packed and can be sent to a distance at comparatively small cost.

The mention of outlay suggests the unpleasant consideration that at present it is usual for the teachers themselves to bear the expense of any supplementary aid that involves materials. It should be recognized as a general principle of school administration that certain materials should be placed at the disposal of the staff as a part of the regular routine. At present, in many cases, multifolded appliances are treated in this way, with gratifying results. But, in addition, there should be a sufficient supply of large sheets of paper, and a set of stencils, or preferably a set of blocks of type in white rubber, which enables the teacher to produce with the minimum expenditure of time, a printed sheet for class use in any of the school subjects. Every school should have an optical lantern as part of its ordinary equipment, and it ought to have that arrangement by which actual drawings can be made on the spot and thrown on the screen as they proceed. We will be told, no doubt, that many teachers are incapable of using such material as we have

been describing, and it has to be confessed that there must be a certain correlation between the demand for material and the ability and willingness of the staff to use it. For we must not blind ourselves to the fact that not all teachers are either able to manipulate extra apparatus or willing to take the additional trouble involved. But the principle should be accepted that the material must be available as a matter of course, wherever a demand for it exists. The inevitable progress in educational efficiency, fostered by the desire of all heads to have the best work from the staff, will ensure that, in most cases, really serviceable apparatus once introduced will not be surrendered to more enterprising schools. Even teachers who do not greatly believe in certain pieces of apparatus are unwilling to have them transferred to another school that appears to be able to make a successful use of them.

But supplementary aids are not to be sought merely among the "base mechanical" elements that are usually included under the name of apparatus. Help may be brought to the classroom without the intervention of anything material. A slight change in the point of view from which a subject is regarded is often a valuable stimulus to renewed interest and good work. It is here that the old-fashioned conventional teacher appears at his worst. His tendency is to make of his classroom a place apart. The school and the world are treated as if they had no relation to each other. I am told that the Germans have a proverb—though I have not myself met it in Germany, but only in English textbooks on teaching method—"The school is good, the world is bad." It is usually quoted in illustration of the argument that there must be some sort of resemblance between the school moral standard and the ethical standard that obtains in the outside world. But not in religion and morals alone must there be established a working relation between the classroom atmosphere and that of the outer world. In all the subjects of the curriculum school life and what is suggestively called "real life" must be kept in touch with each other. It must not be forgotten that pupils are sent to school not to avoid the experience of life, but in order to prepare for that experience. This preparation is naturally itself an experience. In fact, it is sometimes maintained by writers on education that the school is merely an institution in which experience can be had in a particularly intensive form, and that unless the school can provide this experience in a more condensed and easily applicable form than can be found in the outside world, there is no justification for the existence of schools at all. Something like this underlies Prof. S. S. Laurie's whimsical plea to extend to the rich man's children "some of the advantages of the gutter." The call here is not for purely vocational training: no narrow utilitarian aim is presented. All that is claimed is that pupils should be led to see the meaning of what they are doing in school, and, above all, to realize that there is a definite connexion between what is done in the classroom and what will happen to them in the rough and tumble of life.

For example, one of the best supplementary aids in the teaching of arithmetic is to give the pupils such problems in numbers as have a bearing on real life. All the preposterous problems that contradict the pupil's experience must be rigorously excluded. When Prof. T. P. Nunn gives a course of lectures on "The Arithmetic of Citizenship" he is putting the subject in its proper educational position. It is not a subject that should be confined to academic problems invented to illustrate the abstract qualities of number—though that, of course, has its place—but a study of the quantitative aspects of experience. One of His Majesty's Inspectors of Schools has just spent a happy year in trying to find out, from the pupils in the higher classes of the schools in his district, whether their brothers and sisters now at work are making any use of the advanced parts of arithmetic that they studied at school. He has not succeeded in finding any that have used "Stocks" in a real office, except in one case, which, when investigated, led to the office of a seedsman whose clerk did deal with stocks, but of rather an unarithmetical type.

It is a mistake to suppose that teachers are all blind to the need for keeping the school in touch with real life. We do not in this country go so far as is done in the United States, where, at Gary, in Indiana, the chemical analyses of the water of the city are made by the members of the senior chemistry class at the high schools. The work is perfectly simple, and quite within the powers of the pupils. It does not really save much of the time of the city analyst—who, by the way, was the teacher of chemistry in the high schools at the time the last report reached us—but it is useful work and, above all, has the quality of making the pupils do something with the knowledge they possess, something that really counts, something that is a part of civic experience. A little less academic, but perhaps no less appropriate to the situation, is the duty laid upon the young chemists to test the purity of the various candies and sweet drinks supplied in the city shops.

There is here, of course, the danger of mixing up out-of-school experience with the intensive experience that it is the duty of the school to supply. It is quite possible that an extension of the Gary idea might result in the school work becoming merely a slightly better regulated everyday experience, such as is within the range of all the members of a community. We must not fall into the fallacy suggested by the Dickensian correlation between the spelling of "window" and the cleaning of a window. We must not sacrifice the intensive experience for the sake of the added interest of actual contact with real life. It is the business of the school to combine both advantages, and the thing can be done if sufficient freedom is left to the teachers. For example, the plan of combining bookish instruction in dramatic literature with the actual presentation in the theatre commended itself to the progressive teacher. The plan of taking pupils to see at the theatre the play they are studying in the classroom originated with the teachers, and it would be well if the critics of our overbookish education would note that in this case, at least, it is not reactionary teachers who are at fault, but the law-makers and the law-interpreters. No doubt the judges who have given a decision that makes this supplementary aid impossible in the elementary schools are freed from the charge of educational obscurantism, by the fact that they express no opinion on the educational aspects of the case; but merely declare that theatres are not "places of educational interest" in terms of the Act.

By good luck the opinion of the judges has not had to be evoked on the educational value of meadows and streams, so the school journey—both long and short—is still available as a supplementary aid, and full advantage of this liberty will, no doubt, be taken by those who have to deal in succeeding articles with Nature study and geography. Modern language teachers are beginning the self-denying work of taking over a group of boys to France or Germany during the vacation. The system indeed shows a tendency to develop on wholesale lines, for at least one school last year had a camp in France for over a fortnight, at which more than two hundred boys had a good time that was certainly not without educational advantage. That compound of elementary science that Huxley named physiology, offers special scope for out-of-classroom applications. The manipulation of the rain-gauge, the record of the varying shadows cast by the noonday sun, the plotting out of the course of a thunderstorm down the valley in which the school stands, all imply out-of-door work that can be correlated in the most satisfactory way with the indoor work of the school.

Fortunately museums and libraries are now officially recognized as places to which visits may be paid during school hours by even the pupils of elementary schools, and the plain citizen is getting accustomed to the crocodiling of youngsters on their way to "places of educational interest." The secondary schools have, in the meantime, much more freedom in this matter so far as legislation is concerned, but there is the growing difficulty of the complex time-table. Where the teacher is convinced of the value of any out-of-

school piece of work there is little danger of restrictions coming from above, so long as moderation is observed. The succeeding articles will put the possibilities before the teachers; it will be for them to convince their authorities of the desirability of making the necessary applications.

When it comes to the actual conducting of work in the classroom there are still other supplementary aids in the way of modifications of current methods. All the play-way suggestions, and the appeal for differentialism and other modes of class disintegration, are of the utmost importance to the individual teacher. Decisions in this department are being called for daily, and the puzzled teacher is in need of guidance. It is highly desirable, therefore, that all the possibilities of the case should be fully explored, and the editors of this journal have deserved well of their readers by planning out the series that will place the views of the experts at the disposal of all whom it may concern.

THE ACADEMY OF LABOUR AT FRANKFORT-ON-THE-MAIN.

By EUGEN ROSENSTOCK, Principal.

ON May 2, 1921, the Academy of Labour in the University of Frankfort began its first term. As regards organization, it is an innovation, for it has arisen as a special institution, carried on by the joint action of the State and the trade unions. In its internal construction, also, it is faced by new educational problems.

It is still uncertain whether the Academy will survive permanently, and whether there is a determination among all concerned to take this bold step into the unexplored lands of the spirit. For it has been taken with a view to the distant future, just because in our present position we see only too plainly the helplessness of a hand-to-mouth policy. It would, therefore, be over-bold to speak yet of the successes and achievements of the Academy, or even of fixed institutions; and so, although its director perceives certain forms as granite pillars in the new erection, yet, for the present, we will speak to the educational world outside of only the concrete educational tasks and problems which the Academy has set before itself. These arise from the immediate need of the hour to build into our public university life two different phenomena, which are to-day coming to maturity: on the one hand, workers' education, and, on the other, liberal popular education.

No such building has yet been accomplished in Germany. It is true that liberal popular education is to-day reaching its consummation in the people's *Hochschule*—about which there are still lively disputes. The education of the workers is to-day finding its outlet in the works council schools and in institutions like the Münster trade union courses created by Plenge; and, on the other hand, in the schools and courses set up by the various labour parties. But neither set of institutions gives full play to that political force which at the present time supports the established order even more than the works councils and parties: we mean the force innate in the trade unions. For this reason more must be aimed at than the promotion of workers' education on the one hand or liberal popular education on the other. The trade union force must be built into the university life of the people.

This is precisely the task of the Academy of Labour. But such a new branch of school and educational life is not established until it comes to represent an essential part of popular educational life, indispensable to other sections of the intellectual community; until, therefore, it not only satisfies certain requirements arising from the daily needs of the worker, but also appeases the yearning for complete intellectual equality with other sections of the community which have hitherto enjoyed educational privileges.

The Academy of Labour, then, is to help the adult worker

to win educational equality with those who have hitherto been his intellectual superiors; its business is to enable non-academic persons to receive university education.

Hitherto we have had an absolutely rigid educational system, deficiencies of school education in childhood being regarded as irreparable. The first twenty years decided almost irrevocably the official educational status accorded by society to the individual. This rigid system, due less to abuse of money privilege than to bureaucratic helplessness, is being broken through by the worker, whose burning zeal for education attacks the deficiencies of youthful teaching with fierce energy, and whose earnest striving for education puts so many "educated" people to shame.

These being the conditions throughout wide circles among the working classes, the forces do doubtless exist which will win intellectual equality. But it is also beyond question that such equality will not be gained by the worker becoming a university student later in life. Imitation of this kind would by no means lead to equal rights, for the university exists primarily to train students for the professions and for scientific research. It produces specialists of high attainments, destined for intellectual callings, just as in the workshop apprentices are trained for particular manual tasks. For this reason, the eager worker must be specially warned against an imitation of that educational course. For it must, of necessity, starve his best intellectual powers, those applied to politics, by its theoretical methods of detailed analysis. The individual without a university education cannot even hope for improved prospects in his career from university study. The people, as a whole, would inevitably come to grief, intellectually and economically, through such an additional flood of *intelligencia*.

The Academy of Labour is therefore called upon, not to transform the man who stands in the midst of the struggle of life into a future official or theorist, but to leave him outside struggling with realities, and to give him the opportunity during a year of leisure of a deeper intellectual life, such as has been denied him since his fourteenth year. Just as the university man is nourished all his life by his period of study, however fast he let it slip by, and draws from it the lasting power to master his everyday tasks, so to-day the non-university man needs such a period in which he may look at his own mind, survey his intellectual energies, and reflect on the task which life has set him.

The course of study must, therefore, be regarded as an interval in which foundations are laid in the life of the adult. It follows—strange as it may sound—that many will receive their strongest impression during the holiday which lies between the two terms. For this holiday month of August is no ordinary period of leave, but a month of intellectual repose between two periods filled to the brim with study; it is the first of its kind in the life of a member of the academy.

The central educational problem—to provide a period of deeper mental growth—is specially illuminated from the standpoint of the holiday. The whole elemental power of mentally active leisure may be felt. But during the term intellectual life assumes fixed shape and so enters the period of study, making demands and helping onwards. The living and fruitful spirit assumes, in particular, two forms—personalities and institutions. Both exceed the wisdom of books, and so the academy student must approach both. He must see, hear, and talk with those who are responsible for and interpret science and the institutions of the State and of civilization at their labours. The student must not receive these impressions dumbly, for that aspect of the masculine spirit which these students represent is struggle; sharp criticism, spirited discussion, the extreme of resistance, must characterize intellectual debate in the academy.

Whilst appreciation of intellectual quality is thus sharpened, this world of intellectual phenomena must, at the same time, be clearly ordered and analysed; otherwise it would become a mere passing kinema film. These phenomena may be divided into the science of society, on the one hand, and the science of the individual, on the other. Law,

economics, and politics belong to the theory of the laws of society. The science of working humanity (biology, the science of labour, and the psychology of work) belongs to the science of the individual, as does also the study by means of intellectual training, on the one hand, through literature and the Press; on the other, through scientific theory of how natural man is placed in society. The connexion between society and the individual, the secret link between these two poles of all human institutions, must be touched upon in single lectures.

But that unity is to be discussed in a special course in the final month as history. A fundamental difference from the university is that history is here placed at the end as a special method of representation. It is, indeed, quite in accordance with the prophetic demand of Schelling, who asked historic records of mankind, not as the first, but the final, stage of knowledge. Hitherto our work has been devoted to the science of society, and we are just about to solve the difficult problem of making clear to the minds—often quite untrained in analysis—of our hearers the plain and unmistakable boundaries which divide law, political economy, and politics. In the second term we shall need the help of the administrative authorities, who are to admit our students singly to voluntary work. The schools, the Government, the city administration, the judicial authorities are those particularly concerned. In addition to this continued training in sociology, there are to be special seminars for political economy in the second term.

The unity of the intellectual training must be ensured—a difficult problem in the case of seventy-five mature men with their conflicting interests. Hence the institution of work in groups. In each seminar of twenty-five students one of the full-time lecturers works through a unified scheme for eight hours each week. The work in groups is the soul of the academy. Each group is quite free in its development. Here the individual tells of his experiences, brings his judgment to trial, and tests the clearness of his comprehension. At the present time three groups are at work. And it is of interest to note that every lecturer makes use of his lectures on political economy as a foundation for the systematic discussion of questions in his group, but each does this in an entirely different manner.

The group ensures unity in the course of study, whilst the lectures are deliberately subordinated to it, and often only occupy three to six weeks, very seldom continuing throughout the term.

In addition, there is the work of free study circles, held on a week-day without lectures; here the pupils study and discuss questions which they themselves have raised in free co-operation. Here the independent activity of the students is called forth. And though many passed a sceptical judgment at first upon this unregulated work, yet appreciation of it has grown with the lapse of time.

Almost all the lectures are accompanied by discussion, and already there is a great advance in the quality of questions put and the capacity for discussion. It need scarcely be observed that the students do, and can, ask of the lecturers that they should speak without close adherence to notes, since they are to present their knowledge personally, man to man and face to face.

It has already been stated that for the programme of the second term the help of the administrative authorities is anticipated. If we succeed in securing it, then the first three months will be properly described as a course of instruction, and the next four as a course of active work. The last weeks will then receive the character of a final course in such a way that the students will, on their own responsibility, criticize what they have experienced during the course of active work.

A second problem, yet unsolved, must be mentioned, one which jeopardizes the full effectiveness of the academy. One academic year begins on May 1 and ends on the following February 15. This period of eight to nine months is a rather one-sided compromise between two years, which

the university proposed, and four months suggested by the trade unions. The students feel the shortness of the course as a serious evil, and wish for its extension. On the other hand, there is a great danger involved in extending the period, for students have to find their way back into practical life. Moreover, the lecturers cannot be deprived of a university vacation without lowering the value of what they can accomplish. It is the students themselves who realize now only too well how necessary long holidays are for the lecturers' own work.

If the visions of the founders of the Academy of Labour come to fruition, every individual student who is wisely chosen by his trade union will receive an education which will teach him to see with the eyes of the spirit, to distinguish between individuals and the mental qualities of individuals, and to see and grasp intellectual order—powers which are the essential result of all education. The academy will thus develop the powers that university studies develop, and specially the power of acquiring knowledge and judging, which is independent and not derived from any other educational institution. In this way the old educational privileges will be broken down, for new privileges will be created, competing with the old, and these will be recognized and even sought after by other classes. That, too, is the reason why there is not in Frankfurt an academy for workers, for that would be a derivative, second-grade academy; but an academy of labour that is a fundamentally new creation, indispensable to the people as a whole, which will not merely assimilate a few ambitious individuals to other university men, but which will be built up, by the whole working class as such, as a university springing from the strength and the needs of labour.

INTELLIGENCE TESTS IN A GIRLS' COUNTY SECONDARY SCHOOL.

By Miss E. M. HUGHES.

LAST July all the children in the school who were above ten years of age—i.e. about three hundred—were examined by means of Terman's Group Test of Mental Ability.

A.—THE METHOD PURSUED.

The children were examined in relays in a large room, capable of holding from fifty to seventy girls. Pencils only were required, and a copy of the test paper, consisting of a sheet of questions and problems with a space left for the answers on each sheet, was placed before every child after she was seated at her desk.

The work was done during school hours, and went on throughout two school days, H.M. Inspector being previously informed of the necessary departure from the school curriculum.

The correcting is simple, but arduous. In this case it was done out of school hours by members of the staff who volunteered help. It took over a week to accomplish, as there were some three thousand sheets to be dealt with and checked. Key answers are obtainable with the tests, and were used throughout.

There are no norms for these particular tests, but an average mark can be obtained for every age in the school—e.g. from the results of all children between the age of eleven and twelve, and between twelve and thirteen, &c.

B.—THE USE TO WHICH THE RESULTS WERE PUT.

Comparisons were made between the results of the intelligence tests and the other data bearing on the children's ability, as follows:—(1) Each form mistress was asked to send in a list of her girls in order of their general ability, as far as she could tell from her own personal opinion. (2) Lists of ability in English, in order of merit, were obtained for each form from the English specialists. (3) Lists of ability in mathematics, in order of merit, for each form were obtained from the mathematical specialists. (4) The

school examination marks for the July examination (on the whole year's work), together with the Senior Cambridge Examination results, were also used. (5) The total marks gained for the summer term by each child were compared with the test results.

The following correlations were obtained with the results of the intelligence tests, and the above sets of data:—
(1) With examination results the correlation was .503.
(2) With general ability, as estimated by form mistresses, .469. (3) With ability in English, .449. (4) With ability in mathematics, .321. (5) With marks for the term, .21.

It will be noted that (1) the correlation between the test results and the examination marks was the highest; (2) the correlation between the test results and the term's marks were the lowest.

Conclusions from the above comparisons.

(1) Examination results, including the Senior Cambridge Examination, do appear to be a fair test of general ability.
(2) Mathematical ability appears to be extremely specialized, and not necessarily an accompaniment of general ability.
(3) The marks gained by a given child for the term's work do not appear to be much guide to an estimate of that child's general intelligence.

With regard to the low correlation between the term's marks and the test results, it can be partly accounted for by cases of prolonged absence, but probably is more largely due to the fact that the type of home-work most frequently set, and most easily corrected, is not calculated to discover intelligence. Exercises involving reproduction of ideas set forth by the teacher in the lessons, and also good memory exercises, secure high marks.

With regard to the correlation between the staff opinion of general ability and the results of the tests, fifty special cases of extreme divergence occurred. This was accounted for as follows:—(1) The children in question being younger than the average of the form, which tends to the underestimating of ability. (2) The children being older, leading to overestimating of ability. (3) Indifferent health, and consequent remitting of home-work. (4) Difficult home circumstances—i.e. want of time in poor homes and in very gay and pleasure-loving homes. (5) Absorbing interest in boys. (6) "Swotting," together with the possession of a good memory. (7) Newness of the child to the school and want of sufficient time in which to judge her work.

C.—THE VALUE OF THE TESTS TO THE SCHOOL.

Supposing them to be good tests of intelligence, they give a more real knowledge of the children than can be obtained by our present methods alone, and enable, therefore, a more satisfactory classification, which should make the teaching of a class far easier than it is at present.

The tests make possible (1) a comparison of all the children in a form; (2) a comparison of all the children in the school of the same age. They show how far her position in the school accords with the general intelligence of any given child and makes possible a comparison of average intelligence of A and B forms—e.g. Lower IVb has a lower average of intelligence than Upper IIIa.

Uses of the Tests in promotions.

(1) Ten children in the school were given double removes, taking into consideration their school work, together with the results of the tests. (2) The middle school has been reclassified into A, B, and C forms on the test results, together with their school results.

D.—ONE OR TWO INTERESTING POINTS NOTICED WERE THE FOLLOWING:—

(1) The correlation between the Senior Cambridge Examination results and the tests was very high (.58).

(2) There are forty-one children in the school of 330 pupils who are above the average for the school—i.e. who have obtained more marks on the tests than the average mark for children two years older than they are. Of these, twenty-two are free-place scholars.

(3) A considerable difference of ability existed between the

free-place scholars admitted in July, 1920, who all entered by the same examination. The maximum marks for the test were 220. These scholars' marks ranged from 128 to 46 out of 220, the age in every case being taken between the years of eleven and twelve.

(4) Two children of good intelligence and of the same age entered for a public examination for a junior exhibition. A. had gained, on the test, 123 out of 220 marks; B. gained 128 out of 220. A. was in Form 3a(i) and gained an exhibition. B. was in Form 3b(i) and did gain not an exhibition. B. was in two forms lower than she should have been, and, if in the same form as A., would have had a better chance of gaining an exhibition also. She had a reputation for not working, possibly because the work was not worth her while. She has now been given a double remove.

(5) C., a free-place scholar, has done badly throughout her school career. She came from a very poor home indeed, almost certainly insufficiently fed—was found at one time delivering newspapers before school in the morning to bring in more money for the family. On the tests she showed intelligence a good deal above the average, and, as the home circumstances are now improving, we hope that she will do well in the years that remain of her school life.

The examining is a simple task, and can be carried out by any person accustomed to dealing with children. In this school it is proposed to examine annually the new entrants of any given school year, at the end of that school year, and to base their first promotions on the result of the test, together with their school record.

THE CURRICULUM IN GIRLS' SCHOOLS.

A DISCUSSION on "The Multiplicity of Subjects in the Curriculum" was held at Stockwell Training College on November 14. Miss Richards, Principal of Stockwell Training College, was in the chair, and, in introducing the speaker, Miss Theodora Clark, of Croydon, spoke of the problem of avoiding dissipation of energy and distraction during school life as an ever pressing and serious one. She emphasized the importance of specialization for elder girls. The advanced course of one or two years now arranged at secondary schools was, in her opinion, a most valuable preparation for training-college work, and students came up ready to take full advantage of the more concentrated academic course which was now part of the Board's syllabus for training colleges.

Miss Clark opened the discussion by the challenging remark that, in her opinion, there were not nearly enough subjects in the school curriculum. Girls were constantly eager to learn many things not usually included, and the curriculum ought to be drawn up to meet any demand on the part of the pupils. On the other hand, it was true that the number of compulsory subjects was too great, if girls were to maintain any standard of excellence. Miss Clark then referred to the important conference recently held with heads of schools by the University of London, at which it was urged that the Matriculation syllabus should only contain one compulsory subject, i.e. English. This would make variety in the school curriculum a real possibility. Apart from this, the school organization ought to possess a certain elasticity by which girls could for a time drop subjects in which proficiency had been gained and substitute new ones in which interest had been aroused. For example, a girl who was much ahead of the others in Latin ought to be allowed to leave it for a while and break ground in Greek. This kind of departure could only be made if the time-table became a somewhat less determining factor; the place it usually took in school life being perhaps unnecessarily arbitrary.

Miss Clark proceeded to outline the scheme adopted by herself and her staff for thus mobilizing the school subjects. She claimed for the scheme that while it was "a thing of

shreds and patches" in being built up of hints from the Dalton and other systems, it was, nevertheless, a garment so fashioned as to be worn with some satisfaction. It was in the experience of every staff that the "starting and stopping," as regulated by a rigid system of change of lessons at the bell, was an undoubted strain on the pupils, and often a wasteful drain of their energy and enthusiasm. At Croham Hurst School a three weeks' time-table has been boldly introduced in the upper school, the number of lessons due for any subject in the three weeks being pooled and given consecutively. Two of these subjects only are taken in any one week, the mornings being divided between them. Singing and drill, however, are taken at the usual intervals every week and for the necessary counterbalance to the concentrated work done in the main subjects. These long periods are naturally not taken up with oral lessons entirely, or even chiefly: a syllabus is put up and the girls work by themselves, as on the Dalton Plan, with the necessary occasional individual advice from the mistress, and oral lessons are used to clear up difficult points. A much increased freedom is at once given by this method, e.g. in English two different plays can be studied by the same class, the oral lesson being given at request when the particular group have done their own study of the play or a portion of it. History and geography can be so taken in close combination, or one for a time subordinated to the other. The mathematical subjects are kept together similarly.

The successful working of the scheme depends largely on the proper grading of the stages. Tests are given every three weeks, and to pass a test means to proceed to the next stage; two tests may be taken together by very quick workers. On the other hand, if a girl fails twice in the same test, she goes back two stages. Miss Clark explained that she attached much importance to girls of the same age working in the same room, even though they were not at the same stage. The external examination results achieved are most satisfactory, and the transition to student life becomes a natural and easy one.

Some very encouraging tributes to the system have been paid also by weaker pupils, one saying of the concentrated work at mathematics, "It has been my salvation," and another that the work is more thoroughly remembered over the interval because "you have to learn it so well."

In the middle and lower school shorter periods are found to be better, but concentration is rendered possible by the two subjects taught by any one mistress being placed together on the time-table—it being understood that one of the lessons (work periods) can be extended, if desirable, at the expense of the other. Free-study periods are arranged—the class voting on the subject they wish to study, often one suggested by out-of-school interests or grown-up talk, e.g. architecture, cities of Italy, hygiene, or civics—the name of the subject being naturally the most ambitious part of it. A delicate girl can use the period for home-work.

A sympathetic and interesting discussion followed, and the question as to how far the system develops the power to use books rightly was handled by several speakers. The special difficulties it entails in connexion with language teaching were considered. It was agreed that a considerable reduction in home-work could be effected by this method of organization, and a potent cause of over-strain thus removed or greatly lessened.

THE thirtieth annual meeting of the Incorporated Association of Head Masters will be held at the Guildhall on January 4. The new president is Mr. C. M. Stuart, of St. Dunstan's College, Catford.

OUR attention has been called to an error in the Scottish notes of our November number. It was there stated that a "dictionary of the Scots language is being compiled with financial help from the Carnegie Trust by Mr. William Grant." We understand that the word "dictionary" in this sentence is a terminological inexactitude. What the Carnegie Trust has helped Mr. Grant to publish is a series of booklets with lists of Scottish words unrecorded in the standard Scottish dictionaries to the number of several hundred.

ENGLAND AND IRELAND.

THE long negotiations between the British Government and the Irish party, known as Sinn Féin, have now (the beginning of December) resulted in a treaty which all hope will prove to be sure and permanent, and it is desirable that we should cast a look back at the long history of which we now see the close of a chapter. Parts of Ireland have been settled at various times by people from England and Scotland, but none of these settlers have long remained distinct from the natives of Ireland, except in Ulster, where English and Scottish settled at the cost of the natives in the reign of James I; the rest of the country has always been in opposition, active or passive, to the English Government, and the story from the sixteenth century onwards consists of a struggle on the part of the latter to enforce its will against the national sentiment. Poyning's law of 1495 made the Irish Parliament subject to the English Privy Council, and later custom made it also subject to the English Parliament; Henry VIII, in defying the Papacy, made himself King of Ireland, and Protestantism, coming to the Irish as part of the "foreign" rule, was rejected by them. The consequence was that Ireland took the losing side in the struggle between Puritan and Stuart, and when, at the end of the seventeenth century, that contest ended with the establishment of a Protestant Succession, Ireland in general and Roman Catholics in particular suffered from many statutes directed against their economic and religious life.

The revolt of the American colonies gave Ireland her opportunity, and in 1782-3 she freed herself, being united to Great Britain only in a common loyalty to the King; even so it was but Protestants who gained, and "Grattan's Parliament" lasted only till 1800 when, by measures still much discussed, the Irish Parliament was united to that of Great Britain, and the "United Kingdom" came into existence. How that settlement was disliked by the great majority of Irishmen, how British statesmen in vain strove to make them contented with it by legislation *for* but not by the Irish, and how the story is one of mingled religion and economics, is too long to tell here. But now there is to be no "United Kingdom" or "United Church"; Ireland is to be a Free State under the Crown, and to have a position in the British Empire like that of Canada, but there are to be no laws on religious matters. May the solution be accepted by the Irish people and prove firm and lasting!

PERSONAL PARAGRAPHS.

SIR PHILIP MAGNUS, M.P. for London University, who has announced that he does not intend to offer himself for re-election after the close of the present Parliament, has been associated with London University as pupil and administrator for over sixty-seven years. He became a pupil at University College School in 1854, for some fifty years he has been a member of the Committee of the University of London, and for over thirty years a member of the Senate. He has fought four successive elections in the Unionist cause, and has represented the University in Parliament for sixteen years. Sir Philip has been a never-failing advocate for education, and he has always been ready with advice and help to teachers and their associations in their endeavours to improve and increase facilities for education. Lately he has been actively concerned in advancing the interests of those independent schools who, in the absence of State aid, are experiencing financial difficulties in arranging for salary scales and superannuation schemes equivalent to those formulated by the Burnham Committee and laid down in the Teachers' Superannuation Act. His record in the cause of education is unique, and his retirement will be universally regretted.

ETONIANS all over the world will receive the news of the death of Mr. Reginald Saumarez de Havilland with grief.

Mr. Havilland was one of the best, if not the best, of rowing coaches the school ever had, and Eton's many successes in the Ladies' Plate at Henley during the past decade were largely due to his skill. After a distinguished career at Eton he went up to Oxford and obtained a third in the Mathematical Final School in 1884. He rowed in the Oxford Eight and became President of the O.U.B.C. He returned to Eton as an assistant master in 1889, and retired in 1920 when Mr. C. J. M. Adie took over his house. He was appointed Major Commandant of the Eton College Rifle Volunteer Corps in 1905. A successful house master and a most faithful friend, his cheery disposition early gained him the title of "Happy," afterwards altered to "Havi." Beloved by all with whom he came into contact, his memory will be cherished with affection by many generations of Etonians.

* * *

MISS A. E. WILMOTT, Senior Mistress at the Wolverhampton Municipal Secondary School, has been appointed first head mistress of the Tunstall Secondary School for Girls, as from January next. Miss Wilmott goes to the Potteries with high credentials. Educated at Peckham Secondary School and at King's College, University of London, she took her B.A. degree with Honours in English in 1907, and two years later obtained her M.A. with distinction in English. After holding appointments as English mistress in secondary schools in the London area, Miss Wilmott was form mistress at Wakefield Girls' High School from 1911 to 1913, and subsequently she held appointments as Senior English Mistress at the County Secondary School, Whitehaven, Senior Mistress at the Secondary School, Goole, and Senior Mistress at Wolverhampton since April of this year.

* * *

OLD Westminster will grieve to hear of the death of Mr. Charles Earle Freeman, at the age of seventy. Mr. Freeman was educated at Uppingham School and Pembroke College, Oxford, where he graduated with a second class Lit. Hum. in 1874. For the greater part of his tenure as a master at Westminster, he served under Dr. Scott, who regarded him as possessing the gift of teaching to an extraordinary degree. Mr. Freeman left Westminster in 1885 and, in partnership with another Westminster master, Mr. Blackburne, opened a preparatory school at Southborough, near Tunbridge Wells, where, under his excellent tuition his pupils from time to time won scholarships at Westminster.

* * *

The death is reported in New South Wales of Mr. C. H. Hodges, formerly assistant master in Rugby School, where he is remembered as a sportsman and a teacher of rare distinction. Mr. Hodges was educated at Carlisle School and Queen's College, Oxford, where he took a first in the mathematical final school. After some experience as an assistant master at Radley, he was appointed on the staff at Rugby, but a breakdown in health caused him to seek a more congenial climate. He settled in Queensland as head master of Townsville School, and later became head master of Sydney School, which he developed into the best equipped and most important school in the Commonwealth. Mr. Hodges was regarded as one of the great constructive head masters and the pioneer of the public-school system in Australia.

* * *

THE new head mistress of the High Wycombe High School for Girls is to be Miss Eva E. E. Dessin, of Somerville College, Oxford, now modern language mistress in the Burlington School, London, W.

* * *

THE announcement of the appointment of Mr. E. R. Thomas, head of the Science Department of Rugby School, to the important head mastership at Newcastle Royal Grammar School, in succession to Major J. E. Talbot, will not come as a surprise to those who have gauged his sterling value. Mr. Thomas received his early education at the

Aberystwyth County School and proceeded to the University College of Wales in the same town. After graduating M.Sc. Wales, he went up to Emmanuel College, Cambridge, and obtained his M.A. in 1906. His first appointment was at Barmouth Intermediate School. In 1912 he became assistant demonstrator in chemistry at Cambridge University, and later in the same year science master at Rugby.

ONLOOKER.

CORRESPONDENCE.

WOMEN AND THE UNIVERSITY OF CAMBRIDGE.

To the Editors of The Journal of Education and School World.

SIRS,—A considerable number, at least twenty-five per cent., of the head mistresses of public secondary schools for girls in this country, and a number of the head mistresses of the largest private schools, are members of one or other of the women's colleges at Cambridge.

They are unanimous in regarding the titular degree as at best a very unsatisfactory substitute for the recognition which all other British universities have granted to their women students. They have good reason to believe that their best pupils will desire to go to Oxford rather than to Cambridge so long as membership of the university with its manifold advantages is denied to women. They recognize, further, that, in future, electing bodies may prefer to appoint Oxford women rather than Cambridge women to the chief posts in the professions, and that this will prove detrimental to the professions as well as to the Cambridge students.

As head mistresses of secondary schools, they deplore the loss which must result if Cambridge is thus debarred from contributing its own peculiar gifts in full measure to the education of the country.—Yours faithfully,

GRACE FANNER.

President of the Association of Head Mistresses.
(Member of the Roll of Newnham College, Cambridge.)
29 Gordon Square, W.C.1.

November 26, 1921.

To the Editors of The Journal of Education and School World.

DEAR SIRS,—I shall be glad if you will allow me, without answering in any detail the article by Mr. Chaytor on "Women and the University of Cambridge" in your last number, to say that the Association that I represent, numbering some thousands of university women, would dissent, I think unanimously, from the last sentence, and would wish some expression of their dissent to appear without delay. We do not think that membership of the University of Cambridge would do women "little good," and we are quite certain that it would not do Cambridge "infinite harm." On the contrary, we believe that refusal of membership does both women and the university very much more harm than the voters who were in the majority on October 20 gave themselves time to recognize.—I am, yours faithfully,

F. R. GRAY.

President, Association of University Women Teachers,
108 Victoria Street, S.W.1.

EDUCATION AND NATIONAL LIFE.—The Teachers Registration Council are taking active steps to enlighten the public as to the dangerous policy of preventing educational development. The Council have prepared a manifesto, which is to be presented to His Majesty's Ministers after signature by as many people as possible who believe that a complete and generous system of education is the best foundation upon which the State can build. It is hoped that teachers everywhere will be willing to obtain the signatures of their fellow-citizens, in order that the copies of the manifesto thus signed may be sent in large numbers from each parliamentary division to its representative in the House of Commons. The manifesto, unfortunately, reaches us too late for space to be found for it; but all readers should write to the Secretary, Teachers Registration Council, 47 Bedford Square, W.C.1, asking for copies to the number required.

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TOPICS AND EVENTS.

WE have received an appeal, signed by the late Sir Arthur Pearson, for Fairy Godfathers or Godmothers for the blind girls at Chorley Wood College, who would either pay their educational charges or subscribe to a scholarship fund. Address the Secretary, The Cedars, Chorley Wood, Herts.

THE UNIVERSITIES GRANT.—The universities have been officially informed that the Lords Commissioners of the Treasury are proposing to reduce the annual grant in aid of university education from £1,500,000 to £1,200,000. Those who are conversant with university finance will know what a serious blow this reduction will mean to higher education. In consequence, the Council of the Association of University Teachers, at a largely attended meeting of representatives from all the universities and institutions of university rank in England and Wales, held on November 25 at Bedford College, London, protested against this reduction. The President, Prof. John Strong, moved the following resolution, which was carried unanimously:—"That this Council of the Association of University Teachers has heard with dismay the proposal of the Lords Commissioners of the Treasury to reduce the annual grant in aid of university education by £300,000, and protests against the proposal on the ground that it will seriously hamper the work of the universities, impair their efficiency, and in consequence retard their development in the future to the great loss of the nation." The Chairman went on to say that the annual grant to the universities was absurdly small, being about one-fiftieth of the total annual grant for education and about one-thousandth part of the annual revenue of the country. Already, owing to the large demands of all classes of society for wider opportunities for learning, and the increasing demands of industry and commerce for specialized teaching and research, the universities were in a state of financial embarrassment unequalled in their history. If the proposal were carried into effect it would deal a serious injury, not only to pure learning and science, but to progress and development in industrial and commercial life. The shortsightedness of such policy was equalled only by its injustice.

READING UNIVERSITY COLLEGE.—The movement for turning Reading University College into an independent university goes steadily forward. The answer of the Privy Council to the petition for a Royal Charter, received last August, was favourable to the principle, but laid down two conditions as necessary before a Charter could be granted, the one that the number of students reading for a degree should be increased, the other that the proposed university should be assured of an income of £80,000 a year. The first requirement probably will not cause much trouble, as the number of students is continually growing, and last year there were 240 reading for a degree, out of a total of 1,600, who hailed from all parts of the country. As regards the financial question, the College has already an income from endowments and fees of £70,000, and steps are being taken to bring this up to the required amount. There are three Faculties in the College: letters, science, agriculture and horticulture, and three departments or schools: fine art, music, and domestic subjects. Four hundred of the students live in six college halls, and the academic staff numbers 120.

"DISCOVERY" FOR DECEMBER.—The December number of *Discovery* is as interesting as usual to the average intelligent person—to whom it is primarily addressed. It contains articles, written by authorities in a clear and popular style, on latest developments in commercial aeroplanes, the raid on the Bruges-Ostend Canal in 1798, which is of general interest in view of the raids during the war, an excellent and suggestive essay on helium, social survivals in little visited parts of Japan, British agriculture and the food supply, and on new tendencies in French fiction, dealing in part with the psychology of French childhood as shown through the works of French authors. In addition to these, there is an editorial discussion of the Channel Tunnel and the effect of the tunnel, if constructed, on railway travel. Such a varied range of subjects is remarkable in a monthly periodical. The bibliographies, which are a feature of *Discovery*, given at the foot of the essays add greatly to their value to the student.

MANCHESTER HIGH SCHOOL FOR GIRLS.—On November 14 last, the Day Memorial Gymnasium at Manchester High School for Girls as a memorial to Miss Elizabeth Day, the first head mistress of the school, was opened by Sir Edward and Lady Donner. The cost of the building—which was over £4,000—was met by past and present pupils of the schools, their parents, and friends.

Half of the amount was raised by the school bazaar of 1920. It is noteworthy that the old and present pupils took a large part in the whole affair, and, as Miss Burstall, the head mistress, said in her opening speech, the building is a "monument of loyalty—loyalty to the memory of the honoured head whose name it bears, loyalty to the school which has done so much for all of us who live and serve here." Gymnastics, now under the direction of Miss Helena Bourne, are to take an important part in the future life of the school.

LABOUR AND ECONOMY IN EDUCATION.—The General Council of the Trade Union Congress and the Labour Party Executive passed a resolution on December 14 expressing its profound disapproval of the apparent intention of the Government to reduce expenditure on education, and particularly condemning the decision of the Treasury to reduce the annual grant to universities by £300,000.

UNIVERSITIES AND SCHOOLS.

WALES.

The annual report of the Central Welsh Board shows that the number of pupils in the intermediate schools is still increasing. During the year 1920-21 the number on the school roll was 23,129—an increase of 1,217 over the preceding year. There has, however, been no corresponding increase in accommodation and, consequently, the work in the majority of the schools is greatly hampered by lack of suitable accommodation. But the most disquieting feature of the report is the gradual increase in the proportion of pupils to staff. In 1910 there was one teacher for every 19.2 pupils, but by 1921 this proportion had increased to 22.9, which, of course, is a very high figure. If, therefore, the efficiency of the schools is to be maintained, education authorities will be forced not only to provide more accommodation but also to improve the staffing of the schools. The increase in numbers is, of course, mainly due to the greater influx of new pupils, but the report also discloses the gratifying fact that boys and girls tend to remain longer in school and that the number of post-senior candidates is steadily growing. But unless the schools are adequately staffed, it will not be easy to devote the necessary attention to these pupils and the general standard of the work will be in danger of deteriorating. It seems, therefore, that it is most important from every point of view that immediate steps should be taken to appoint more teachers. At the senior stage there were 3,319 candidates, and 71 per cent. of them were successful. In 1920 the percentage was 77.4. The papers in Latin, mechanics, and physics appear to have been exceptionally difficult, for in each of these subjects the proportion of successful pupils was very low, ranging from 29.8 per cent. to 23.1 per cent. In all the other subjects the work appears to have been thoroughly satisfactory. At the higher certificate stage there were 434 candidates, of which 73.7 per cent. were successful, which is a slightly lower figure than in the previous year.

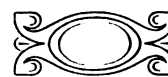
At the afternoon session of the Board there was a discussion on the "Report on Classics," introduced in a paper by Mr. J. C. Davies, the Director of Education for Denbighshire. The position of Latin and particularly of Greek in the Welsh schools is regarded with much concern, and there have been several conferences recently dealing with it, but so far without much result. This year only eighty-six candidates were entered for the higher certificate in Latin, and eight in Greek.

At the ordinary annual meeting of the Court, which was held at the University College, Swansea, Lord Kenyon drew attention to the very unsatisfactory state of the finances of the university and of the colleges. The suggestion of the University Council to meet the present deficit is that the students' fees should be raised by a substantial amount. In support of this proposal two arguments are adduced: First, that the fees in the Welsh colleges are lower than in any modern university college. For example, the total fees for three years in Wales are as follows:—arts, £36; pure science, £48; applied science, £72; whereas in Birmingham the corresponding figures are £72, £61, and £150. In other colleges the total fees are also nearly double the fees charged in the University of Wales. It is, however, claimed in justification of the low fees that Welsh students are generally poorer than those in English colleges, and that a far larger proportion of them are obliged to live in lodgings and therefore to incur a heavier annual expense. The second argument in favour

(Continued on page 36.)



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of the proposal of the Council is that the Welsh colleges have not raised their fees in proportion to the increased cost of living in recent years. Another source from which more financial aid might be forthcoming is by addition to the penny rate, but there does not seem to be much hope that this will be sanctioned by the counties at present. The Vice-Chancellor, Principal A. H. Trow, also dealt with the financial situation. He referred to the intention of the University Grants Committee to reduce the grant-in-aid for university education from £1,500,000 to the sum of £1,200,000. They will therefore be unable to recommend any further addition to the present annual grants-in-aid. Any future benefactions to the University of Wales will therefore not be supplemented by the Treasury by an equivalent sum as was definitely promised by the Prime Minister on August 14, 1918. The University Court have therefore resolved to appeal to the Government not to withdraw their specific promise without due notice, as otherwise the colleges who have received, but not yet published, substantial subscriptions, may be placed unexpectedly in a position which will seriously hinder further educational development.

Welsh Matriculation. Professor Norwood, of the University College, Cardiff, had an interesting proposal at the last meeting of the University Court, namely, "That English should no longer be a compulsory subject in the matriculation examination, but be included in the list of selected subjects." He had already given his reason for this somewhat novel recommendation in an article in the "Welsh Outlook." The Academic Board will report in due time on it.

SCOTLAND.

The Passing of Sir John Struthers. The retirement of Sir John Struthers from the Secretaryship of the Scottish Education Department removes a very notable figure from the active service of national education. One of Sir John's colleagues once remarked that if the truth were but known as it should, it would be recognized that Scottish education owed more to John Struthers than to John Knox; and there is enough truth in the compliment to make his retirement an event of note, and to lead all Scotsmen to pray that a man as big-minded as he may be found for his successor. Sir John's career has been typically Scottish. The son of a small farmer, he attended a country school in the west country, passed thence to Glasgow University, where, like the Chancellor of the Exchequer, he came under the spell of Edward Caird, the late Master of Balliol, and graduated with first class honours in mental philosophy, and finally rounded off his academic course with a first class in Literae Humaniores at Oxford. The fact that he had trained as a teacher while studying in Glasgow led to his appointment as an inspector of school in 1886, and he so distinguished himself in the varied duties of his office, that when Sir Henry Craik retired from the secretaryship of the department in 1904, his appointment as successor was the obvious and inevitable happening. From that date till now he has laboured assiduously to build up a strong unified system of education in Scotland, and the highest praise that can be given is that he has made a reality the old Scottish ideal of ready access for every boy and girl of ability to the best education that school and university can give. He found secondary education still beset with cramping restrictions in spite of the work done by Sir Henry Craik; he so guided the course of administration that three diverse traditions merged in one, and a chance of a first-rate secondary education without respect to social differences came within the reach of practically every district in the country. He found the training of teachers in the narrow grooves of the church colleges. He created a system of national training colleges which, with all their admitted weaknesses, have so raised the standard of training that the ideal of every teacher being a graduate, if still a little remote, is at any rate within sight. But his greatest achievement was the Education (Scotland) Act of 1918 which, as everyone knows, was largely his creation. It is a great man who has passed. All who have known him and his work will join in wishing him many happy years of busy leisure.

A New Chapter in Scottish Education. The delay in putting the Act of 1918 into full operation, due to the state of the national exchequer, which has been grievous to all who have the weal of Scotland at heart, must have been specially grievous to Sir John. The latest circular of the education department, which will be his last important edict, is a brave attempt to bring to completion, in spite of this check, the long series of reforms in school organization which the department has been working out since its institution in 1885. It is

plain that, if the full scheme of the Act could have been brought into practice, the new plans would have been even further reaching than they are. But, that notwithstanding, they go so far that, if they can all be accomplished, they will change the face of Scottish education. In the first place, the qualifying examination conducted by the inspectors, which has for many years controlled the entrance of pupils into the supplementary and intermediate courses, is no longer to be held. In the second place, the intermediate certificate, hitherto marking the successful completion of a three years' course in a secondary school, is to disappear after 1924, and pupils are to go steadily on through a single course with considerable freedom of option in regard to curriculum to the attaining of the leaving certificate. This alteration follows directly on the resolution of the General Medical Council, that from 1923 onwards medical students must enter their studies with an entrance or matriculation certificate, which means in Scotland the full leaving certificate. In these circumstances, says the department, the intermediate certificate has ceased to have any proper function. (It remains to be seen what is proposed in the case of the pupil who does secondary work up to the age of sixteen and then leaves school. No provision is made for this important case.) In the third place, the old supplementary course, with its merit certificate, is to be scrapped, and the authorities are called on to organize a four years' course of non-secondary education, including a year in the continuation classes. The assumption made is that the school age will be extended to fifteen as provided in the Act and, therefore, over this part of the department's scheme hangs a cloud of uncertainty. In spite of that the difficulties are calmly ignored, and suggestions made to the authorities for their guidance in the organization of this new course, and the local certificates which it is suggested should crown success in it. One can only hope that this faith will be justified. It is encouraging to find that the department is not so pessimistic on this score as most teachers have become.

The Preliminary Qualification of Teachers. It will probably be some time before all the implications of these new proposals are quite realized. One thing that seems implicit in them is a raising of the standard of entrance qualifications for the teaching profession. For many years teachers themselves have been urging that all entrants to the profession, whether candidates for the general certificate or for the certificate given to teachers of special subjects like art and domestic science, should be required to pass the leaving certificate, and their demand for this higher standard has become more pressing since the medical entrance requirements have been raised. The department's circular touches on the point lightly and inconsistently, but it must be evident that the abolition of the lower certificate for scholars in general will make it impossible to permit students to gain admission to the training colleges on anything less than the leaving certificate.

IRELAND.

The New Era. Irish teachers, especially those in secondary schools, will welcome more than most other classes, the prospect of a settlement of the problem of Irish Government. They have suffered from the disturbances which have prevented, or have been made the excuse for not dealing with, any attempt at reforming Irish education since the war. The English Government threw them over and there was no Irish Government to take up their cause. A settlement of the Irish political question carries with it and brings within practical range the handling of this thorny and difficult subject, but the main lines of reform have been laid down in the reports of Educational Boards and of Government Commissions, while the experience of other countries can afford valuable help to the new Irish Free State. In this connexion it is interesting to note that a Sinn Féin Commission, which has been holding an educational inquiry during the past year, makes recommendations for reform on lines already laid down and generally agreed to by the Intermediate Board and the Molony Committee. At the time of writing it is still premature to foretell the attitude of Ulster towards the suggested settlement, but under the present arrangements of the Act of 1920, the Northern Parliament will have handed over to it, on February 1 next, full control of education in all its branches. The Commission already sitting there for the reform and co-ordination of education is making progress, but financial difficulties are already making themselves felt, and the balance at the disposal of the Government is likely to be small. At a session last month (December) the Minister of Finance promised £2,000 to help the secondary teachers in the

(Continued on page 38.)

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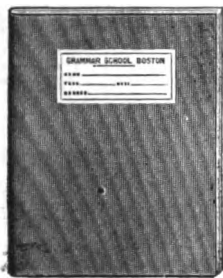
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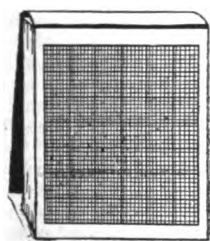
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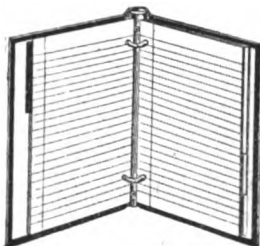
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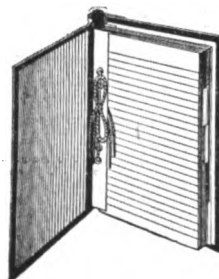
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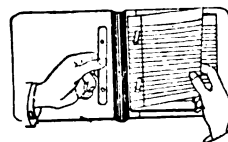
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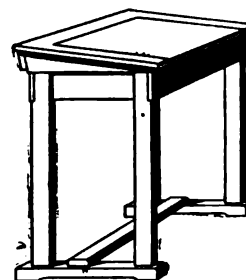
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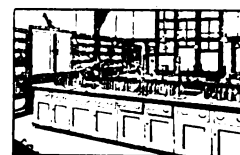
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present financial year, to be allocated on lines to be explained later on. This sum he declared was an earnest of goodwill, but it is surely very little, and the teachers will be disappointed if nothing more is forthcoming.

Education on the Articles of Agreement. The historic settlement signed in the early hours of December 6 contains as its sixteenth article the following concerning religion and education: "Neither the Parliament of the Irish Free State nor the Parliament of Northern Ireland shall make any law so as either directly or indirectly to endow any religion or prohibit or restrict the free exercise thereof, or give any preference or impose any disability on account of religious belief or religious status, or affect prejudicially the right of any child to attend a school receiving public money without attending the religious instruction at the school, or make any discrimination as respects State aid between schools under the management of different religious denominations, or divert from any religious denomination or any educational institution any of its property, except for public utility purposes and on payment of compensation."

The Protestant View. The direction of reform desired generally by Protestants was well expressed in a recent declaration by the Primate of the Irish Church, Dr. D'Arcy, Archbishop of Armagh. He said: "A great question at the present time—a question of the greatest importance for the future of our Northern province and of the whole country—is the education question." His Grace, so long connected with Ulster, may be taken to represent Northern Protestant views, and to know what line Ulster wishes to take in formulating a new scheme. Certain principles had come to the front in recent years which must help to mould the bill which, sooner or later, will be presented to the Northern Parliament. Of these, he enumerated three. First, the community as a whole and not merely certain privileged institutions and persons, must have a voice in the control of education, and must therefore contribute directly to its support. This meant an education rate, and it meant some form of representative management, but it did not mean secularism in education. For his part he believed there were no schools which did so good work as those in which the management was not denominational, and yet in which distinctive religious instruction was given to the children of each denomination by their own ministers; but the change in this direction, if made, must come gradually. Secondly, there was great need of an effective system of co-ordination. It was no doubt possible for a clever boy, even now, to pass from the primary school to the secondary, and from the secondary to the university or to the technical school, but there were too many who got no real chance; there was not the proper facility of communication. Thirdly, there was very urgent need of reform in the machinery of secondary education. The position of teachers was at present perfectly intolerable, without adequate emolument, security, prospects, or provision for old age, and unless some thorough-going reorganization was effected, there would be a complete collapse. It would be well if, at the opening of a new era in Irish history, Protestant and Catholic authorities could agree on broad lines of reform, and if North and South alike, even if they cannot agree to work together, should agree to conform to certain definite principles.

The Schoolmasters' Association. The annual meeting of the Schoolmasters' Association, held in Dublin towards the end of October, was naturally concerned with the unsatisfactory outlook in secondary education. They resolved to continue their protest against the inadequate funds granted by Government to education. It was urged that the £50,000 interim grant should be increased and given on proper lines; and that the grants for science and art teaching should be greater; and further that, in any reform of education, the creation of two different intermediate systems would be detrimental to the interests of Ireland; any new schemes should therefore be based in both North and South on the same educational principles, should approximate as closely as possible in their rules, and should aim at the eventual establishment of one uniform standard of education throughout the country. The Association further protested against the marking in some of the papers in mathematical and science subjects at the intermediate examinations last June. They have forwarded lists showing the diminution in the numbers and in the percentage of candidates obtaining honours in these papers, and express the opinion that this is due to the difficult nature of the papers set and possibly to the severe marking. One result of this was a startling decrease in the number of students reaching the standard total of marks required to qualify for exhibitions, and consequently in the number of awards. The President for the coming year is Mr. Jas. McQuillan, M.A., of the Grammar School, Larne.

The report of the Prime Minister's Committee on classics in education has a chapter on classics in Ireland, which contains a very interesting summary of facts, but it vitiated by two or three mis-statements. It is stated that more than half of the 1,403 students on the books of Trinity College are non-resident. This is very misleading, as the true proportion is 5 per cent. Again, in giving the statistics of classical students in Trinity College, pre-war figures are given (for 1903-4, 1904-5, 1912-13, 1913-14), and then 1918-19, from which, of course, no conclusions can be drawn at all. Another statement which is quite misleading is, "we learned with regret that in Dublin and Belfast very little Greek is being studied in schools of any (Protestant) denominations." There are at least two in Dublin alone to which this statement does not apply. The Committee were, however, rightly impressed by the educational position generally in Ireland. Among other anomalies referred to, is the fact that the elementary, intermediate, and technical systems, while overlapping at every turn, are yet absolutely separate and independent of one another, and this is disastrous to educational efficiency. Four recommendations are made for Ireland: (1) to abolish the overlapping referred to; (2) to raise the standard of salaries of secondary teachers; (3) that the historical side of classics should be emphasized equally with the literary and linguistic, and that material aids should be provided; and (4) that, to provide well qualified teachers for schools, there should be adequate endowment for teachers of Latin, Greek, and ancient history and archæology in all universities and university colleges.

PRIZE COMPETITIONS.

THE prize for the December competition is awarded to "Boy," and the second place to "Travailleur."

The winner of the November competition was Miss W. L. Shore, 6 Vereker Road, W.14.

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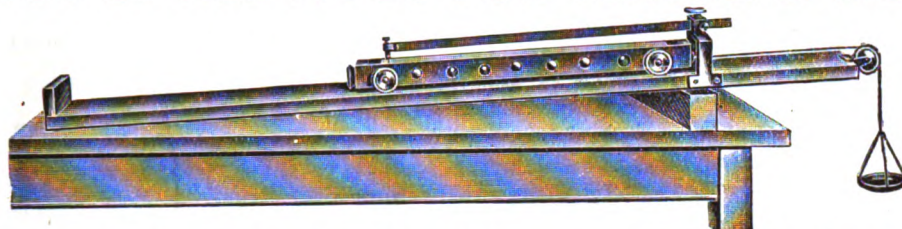
Hubert Epervans was the son of a man in a small way of business at Bourgoin, a former schoolmaster turned land agent. Always on the look out for property to be sold or rented, or for bargains of any kind, this man had a wonderful knowledge of rustic character and how to profit by it. From his teaching days he had always had a profound respect for a college degree, so much so that he had urged his son to take up the most expensive studies, and found himself obliged to dun his clients in order that the Parisian might want for nothing.

The rawness of the stock showed itself in Hubert by an incredible capacity for work, joined to an art of turning everything to account—a greedy, grasping nature that left no plate unscraped, and a certain vulgarity of manner made the more noticeable by the calculated self-assurance and cynicism of his talk. He was without the restraint of that good breeding which gives evidence of previous refinement and competence in several generations of ancestors. Apart from this, however, he inspired some degree of sympathy. Industrious, full of life and energy, always piling up profits, cut out to develop his father's schemes on the grand scale, he made a good impression by his genius for organization and his constructive faculty, added to a contagious optimism and a spirit of good fellowship.

Felix Chassal's family, an older one, had come originally from La Tour du Pin, but was no longer closely connected with it. His grandfather had founded a bank at Lyons, and his father had been in the diplomatic service. He himself, brought up in foreign capitals, prematurely orphaned, and confided to the care of selfish grandparents, had in consequence allowed his feelings for his family and country—which from temperament he was little given to indulging—to become enfeebled, though still capable of being revived for a practical purpose. He spoke several languages, had the ease and manner that comes of travel, enjoyed his fortune and took care of it; but no one knew exactly what he was worth, for he was clever, cunning, and secretive on principle.

(Continued on page 40.)

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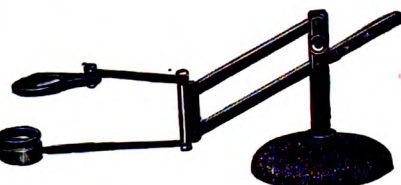
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(b) Penguin, Ardeonaig, I.R.A., Chingleput, K.M.B., Torelore, L.G.B., Francine, Plodder, C.R.C., Menevia.

Class II.—(a) R.H.A., Eugénie, Bésigue, Lure, Peronnelle, Kim, Florah, Dorothy Vernon, Percy, Rosemary, Sirach, Box, Gobelins, F.W.M., Frank, Woodlea, Playshaw, Michael, Mondham, M.M.H., Dane, Leander, Bedruthan.

Class III.—Carlyle, Des Essais, Winkleheart, D.M.B., Marie, J.S., Inscitia, Mont Blanc, J.S.H., Kent Fool, Love in a Mist, Muguet, S.H.C., Columba, No Man, Cuthbert, S.A.B.

Class IV.—Mephistopheles, Cygne, Marie Louise, S.I.N.

A Prize of Two Guineas is offered for the best answers to the following questions:—

1. Complete the following jests and repartees:—

(a) "And, doctor, do you really think
That asses' milk I ought to drink?
It cured yourself, I grant, 'tis true,
But then —"

(b) The "Saye and Sele Arms," near Banbury, bears the family motto, "Fortem posce animum." A wag once translated this —.

(c) Napoleon once said to a witty Italian lady: "Gli Italiani tutti ladroni." She replied: "Non tutti, ma —."

(d) Lady Manners, who had recently acquired her title, remarked, satirically, to Margaret, the daughter of Sir Thomas More: "Honores mutant mores." Margaret replied: "That goes better in English, Madam, —."

(e) Archie, Charles I's Court Jester, had an antipathy to Archbishop Laud. Being asked to say grace when the latter was dining with the King, he delivered himself as follows:—"Great praise be given to God and —."

2. Complete the following quotations and name the author, if possible:—

(a) There is nothing contrived by man by which so much happiness has been produced as by —.

(b) And the devil did grin for his favourite sin
Is —.

(c) — is the only Paradise out of which we cannot be driven.

(d) In that high place he had so borne himself that all had feared him, that most loved him, and that envy herself could deny him no title to glory, except —.

(e) It doesn't matter what children learn at school, as long as they —.

(f) Rumour is like —; the more you fight them, the more you don't get rid of them.

(g) The — never pardons.

(h) — is proud that he has learned so much;

— is humble that he knows no more.

3. As Napoleon, after leaving Elba, travelled towards Paris, the French newspapers became more and more respectful in their language. Supply the names and titles used by a certain newspaper on the stated dates.

"Le 26 février. — est parti de l'île d'Elbe."

"Le 28 février. — est débarqué à Cannes."

"Le 4 mars. — s'est emparé de Grenoble."

"Le 11 mars. — a fait son entrée à Lyon."

"Hier, — a été reçu à Fontainebleau, au milieu des acclamations."

4. Name the six best biographies in the English language (Boswell's "Johnson" excluded).

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

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This "DIRECTORY" has been corrected to date by responsible officials. It gives (a) number of members; (b) amount of annual subscription; (c) name of "organ"; (d) telegraphic address; (e) telephone number; (f) date and place of next annual meeting; (g) secretary's name and office address.

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Cheshire.—Boarding and Day School. Established 40 years. Gross receipts past year, £600. Number of Boarders, 16, fees £14 to £18, 8s. per term.

Number of Day Pupils, 62, fees £1, 10s. to £3, 3s. Rent of large house, standing in its own grounds, vegetable garden, tennis court, £38. Price for goodwill, £260. School and household furniture by arrangement.—No. 7,259.

Middlesex.—Day School for Girls. Established and conducted by vendor since 1911, when she started with only one pupil. Gross receipts past year, £2,625. Net profits past year, about £751. Number of Pupils, 211, paying from £3, 13s. to £6 per term, according to age. The vendor has erected a good school building containing 9 classrooms, 6 bedrooms, dining room, kitchen, &c., which has been approved by the Board of Education, costing in 1914 about £1,700 to build. The vendor wishes to sell same, or might grant a lease to a desirable purchaser. There is about 1½ plots of land at the side of the school building that could be leased from the vendor. Goodwill, one term's fees. School furniture at valuation; household if desired.—No. 7,250.

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Scholarships, &c.

Continued from page 43.

CHELTEMHAM LADIES' COLLEGE.—An examination for an ENTRANCE SCHOLARSHIP of £60 will be held in May, 1922. Candidates must not be over 15 or under 13 years of age. For further particulars apply to the SECRETARY, Ladies' College, Cheltenham.

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For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

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Further details from—S. M. TOYNE, M.A., Head Master.

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An Examination for one or more Scholarships in Music, each of about £26 per annum, will be held at the College on July 12, 1922. Entries must be sent in by June 28, 1922.

The Scholarships are tenable at the College for not more than three years from October, 1922. Further particulars of the Scholarships, and Prospectuses of the College, may be obtained from the Registrar, University College, Reading.

FRANCIS H. WRIGHT,
Registrar.

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THE ROSE SIDGWICK MEMORIAL FELLOWSHIP. value \$1,000, is open to British women of graduate standing for the purpose of a year's post-graduate study in an American College or University. The Fellowship for the academic year 1922-23 will be awarded in February, 1922. For further information, apply to—THE SECRETARY, International Federation of University Women, 66 Avenue Chambers, Vernon Place, London, W.C.1.

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SIX SCHOLARSHIPS for CLASSICS or MATHEMATICS,

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are offered annually for Competition.

Next Examination will be in June, 1922.

For Prospectus and other information apply to the HEAD MASTER.

See also page 42.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 42.

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DEPARTMENT OF FRENCH LANGUAGE AND LITERATURE.

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Free quarters are provided or an allowance is paid in lieu. Free passage for the officer himself, half-cost of wife's passage under certain conditions.

Normal tour of service from twelve to eighteen months, after which leave granted with full pay on the basis of one week's leave for each completed month of service, with extension on full pay if necessary.

Appointment probationary for three years in the first instance, then, if confirmed, permanent and pensionable. Officers may retire on pension on reaching the age of 50; but pension may be awarded earlier in case of ill-health. Pension is calculated at the rate of 1/480th of an officer's final pensionable emoluments for each completed month of service, or an officer may elect to receive a gratuity of one year's pensionable emoluments and a pension reduced by one-fifth.

Candidates should be specialists in educational methods, and fully competent to instruct in the correct methods of teaching, based on the principles of education, psychology, and method.

Applications should be addressed in writing to the ASSISTANT PRIVATE SECRETARY (APPOINTMENTS), Colonial Office, S.W.1, from whom application forms may be obtained. Testimonials should not be sent until asked for.

Publications Editor.

A VACANCY exists for a PUBLICATIONS EDITOR in the Educational Department of the GOLD COAST.

Salary £600, rising by £30 annually to £720, and thence by £40 annually to £920; efficiency bars at £720 and £840; seniority allowance £72 a year after the bar at £720 has been passed. Outfit allowance of £60.

Free quarters are provided or an allowance is paid in lieu. Free passage for the officer himself, half-cost of wife's passage under certain conditions.

Normal tour of service from twelve to eighteen months, after which leave granted with full pay on the basis of one week's leave for each completed month of service, with extension on full pay if necessary.

Appointment probationary for three years in the first instance, then, if confirmed, permanent and pensionable. Officers may retire on pension on reaching the age of 50; but pension may be awarded earlier in case of ill-health. Pension is calculated at the rate of 1/480th of an officer's final pensionable emoluments for each completed month of service, or an officer may elect to receive a gratuity of one year's pensionable emoluments and a pension reduced by one-fifth.

The principal duties are to compile readers and text-books for use by native children at schools in the Gold Coast, and to prepare special books on Nature Study, Geography, and History for the use of teachers.

Applications should be addressed in writing to the ASSISTANT PRIVATE SECRETARY (APPOINTMENTS), Colonial Office, S.W.1, from whom application forms may be obtained. Testimonials should not be sent until asked for.

Posts Vacant—continued.**HEADSHIPS.****R E I G A T E (S U R R E Y)**
EDUCATION COMMITTEE.

REIGATE COUNTY SCHOOL FOR GIRLS.

HEAD MISTRESS.

Applications are invited for the position of HEAD MISTRESS, which will become vacant at the end of the Summer Term, 1922. Degree and training. The present accommodation is for 284 pupils, and the number of pupils is 265. Salary £540-£620-£680.

Form of application may be obtained from the undersigned on receipt of stamped addressed foolscap envelope, to whom they should be returned not later than 20th January, 1922.

EDMUND H. BOURNE, Secretary.
Education Office,
Municipal Buildings, Reigate, Surrey.

B E R G M A N Ö S T E R B E R G
PHYSICAL TRAINING COLLEGE.

DARTFORD HEATH, KENT.

The Committee of Management invite applications for the post of PRINCIPAL (woman), which will become vacant at Easter next. Commencing salary, £600 resident.

Candidates holding a University degree or its equivalent preferred. Must have experience of administration, and be competent to lecture on the Principles of Education, or some other subject bearing on the curriculum.

Applications, giving full particulars of qualifications and experience, should be addressed at once to the Hon. SECRETARY at the College.

MISTRESS-SHIPS.**SUSSEX.—MISTRESS required**

for Mathematics and Geography. Degree or equivalent. Experience not necessary. Work to Matric. standard. 74 boarders, ages 9-18½. Resident staff of nine, and three Matrons. Recognized school. £120-£130, with laundry.—HOOPER'S (Educational Agents), Ltd., 361 Oxford Street, London, W.1.

FRANCE.—GOVERNESS required

for girls 13, 11, 10. English, Chemistry, Physics, Mathematics, French, Grammar and History, to Baccalauréat standard. Also GOVERNESS for boy 8 (Paris). Good German essential.—HOOPER'S (Educational Agents), Ltd., 361 Oxford St., London, W.1.

JANUARY.—MISTRESS required

to teach good Mathematics and Modern Geography. About thirty boarders. Six resident Mistresses. Salary from £100.—HOOPER'S (Educational Agents), Ltd., 361 Oxford Street, London, W.1.

MIDLANDS.—HEAD ENGLISH

MISTRESS required. French, History, Geography, English. Prepares for Matriculation. Fifty-five pupils in school, including eight boarders. £100 (about).—HOOPER'S (Educational Agents), Ltd., 361 Oxford Street, London, W.1.

TWO ENGLISH MISTRESSES

required in first-class Girls' School (Berks), to take between them Mathematics, English, Latin, Botany, or Physiology. One must help with Games. Salaries up to £150 (res.). Write, stating subjects and full details as to qualifications.—HOOPER'S (Educational Agents), Ltd., 361 Oxford Street, London, W.1.

SUSSEX.—MATHEMATICAL

MISTRESS (Graduate) required in first-class Girls' School. Botany, Geography, or some other subsidiary subject.—HOOPER'S (Educational Agents), Ltd., 361 Oxford Street, London, W.1.

L A N C S.—KINDERGARTEN

MISTRESS (N.F.U.) required, with Hand-work and Drawing. Charge of Games. Would have Assistant in Kindergarten. £80-£100. Good Girls' School.—HOOPER'S (Educational Agents), Ltd., 361 Oxford Street, London, W.1.

Posts Vacant—continued.**S H A N G H A I M U N I C I P A L**
COUNCIL.

PUBLIC SCHOOL FOR GIRLS.

An ASSISTANT MISTRESS is required for this School, to leave England in January, 1922. Candidates must be from twenty-five to thirty years of age, unmarried, University Graduates, fully trained and certificated, and qualified to teach Botany.

Commencing pay, Taels 235 per mensem, with additional pay of Taels 15 per mensem for Mistress holding a University degree. No allowance except participation in the Superannuation Fund. Agreement for three years, renewable at the end of each three years, if services satisfactory, at an increased rate of pay.

At the present rate of exchange, the value of the Tael is 3s. 8d., but exchange is liable to fluctuation. The pre-war value of the Tael was about 2s. 6d.

First-class passage provided, and half-pay is allowed during the voyage.

Further particulars and application form may be obtained of the Council's Agents, by whom application must be received as early as possible.

Messrs. JOHN POOK & CO.,
Agents for the Municipal Council of Shanghai,
68 Fenchurch Street,
London, E.C.3.

December, 1921.

S H A N G H A I M U N I C I P A L
COUNCIL.

THOMAS HANBURY SCHOOL FOR GIRLS.

A KINDERGARTEN MISTRESS is required for this school. Candidates to be from 25 to 30 years of age, and unmarried. They should hold full Froebel qualifications; experience essential; good disciplinarians.

Commencing pay, Taels 235 per mensem for trained and fully certificated Mistress, with additional pay of Taels 15 per mensem for Mistress holding a University degree.

No allowances except participation in the Superannuation Fund.

Agreement for three years, renewable at the end of each three years, if services satisfactory, at an increased rate of pay.

At the present rate of exchange the value of the Tael is 3s. 8d., but exchange is liable to fluctuation. The pre-war value of the Tael was about 2s. 6d.

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Messrs. JOHN POOK & CO.,
Agents for the Municipal Council of Shanghai,
68 Fenchurch Street,
London, E.C.3.

December 1921.

THE BISHOP STRACHAN
SCHOOL, TORONTO—KINDERGARTEN
MISTRESS required for January. Salary according to experience. Apply—PRINCIPAL.

WANTED, for Easter Term, in
Girls' Boarding School, Surrey, a VISITING MISTRESS, to teach Mathematics to Intermediate standard. Address—No. 11,224.*

WANTED, end of January, experienced
LADY GARDENER for Girls' School in country. Resident preferred. Salary £60-£75. Address—No. 11,225.*

R E S I D E N T F O U R T H - F O R M
MISTRESS required for Girls' Boarding School near London. English subjects. Experience in Girl Guide work a recommendation. Good salary. Send full particulars and copies of testimonials. Address—No. 11,226.*

FOR

"A LIST OF SCHOOLS,"
see page 5.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

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Educational and School Transfer Agents,
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TO ASSISTANT MISTRESSES.

January (1922) Vacancies.

Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and Music, Kindergarten, and other Teachers seeking appointments in Secondary and high-class Private Schools (Boys' and Girls') for the term commencing in **January** are invited to apply at once to Messrs. GRIFFITHS, POWELL & SMITH, as above, who will send immediate notice of all the most suitable Posts. Candidates should state full details as to their qualifications, and enclose copies of testimonials.

GENERAL.

Assistant Mistress, Graduate with Hons. in English. Chief subject, English; state any subsidiary subjects. Salary £200. County Secondary School in **Wales**.—No. 350.

Assistant Mistress wanted, in May next, to organize the teaching of French in large Church of England College in the **Midlands**. Salary according to Burnham scale.—No. 349.

Senior French Mistress wanted, with some English subjects. Salary up to £140 resident. (**Durham**).—No. 347.

Assistant Mistress for History, French, good Geography, Arithmetic, Scripture, English. Salary £100 resident. (**Yorks.**).—No. 346.

Assistant Mistress for French and Mathematics to Senior Oxford standard. Salary £100 resident. (**Salop.**).—No. 342.

Assistant Mistress for Modern Geography, and some subsidiary subject. Salary £100. (**Dorset**).—No. 335.

Assistant Mistress, to take Mathematics up to Senior Oxford standard, and some Science. Salary £100. (**Warwickshire**).—No. 334.

Senior Mistress, with good qualifications. Good organizer and disciplinarian. English, French, Arithmetic, Art or Science. Salary according to qualifications. Partnership might be arranged later. (**Norfolk**).—No. 330.

Graduate, for English, Latin, and Mathematics. Salary £100. (**Devon**).—No. 328A.

Senior English Mistress for high-class Boarding School on **S. Coast**. Literature, History, English, Composition, Arithmetic, and Geography. Salary £110 resident.—No. 322.

Assistant Mistress wanted for Church High School in **W. of England**. Mathematics chief subject. Salary £130 resident.—No. 297.

Assistant Mistress for English, History, Literature, Geography, and Scripture. Salary £100 resident. (**Somerset**).—No. 293.

Assistant Mistress for large Girls' Boarding School in **Worcestershire**. Science chiefly, with some Mathematics. Salary up to £150 resident or £200 non-resident.—No. 295.

Two Assistant Mistresses wanted for first-class Boarding School **near London**, to take between them English Grammar, Geography, Latin, Mathematics, Botany. Any salary will be given (within reason) to suitable applicants.—No. 289.

Assistant Mistress for Botany, and some Geography or junior Mathematics. Recognized school. Salary £100 resident. (**Cheshire**).—No. 286.

New Zealand.—Assistant Mistress for Science and Mathematics. Large Church of England School. 200 pupils. Salary £150 resident, £250 non-resident. 2nd class (saloon) passage paid out on 3 years' agreement.—No. 282.

Assistant Mistress for Mathematics and senior Geography. Salary £130 resident. Teaching hours, 20 per week. (**Sussex**).—No. 276.

Fourth Form Mistress wanted for large high-class Boarding School **near London**. Salary according to qualifications and experience.—No. 385.

Assistant Mistress for Mathematics and Geography (Modern). Salary £100 resident. (**Norfolk**).—No. 383.

Assistant Mistress, capable of teaching French to Senior Cambridge standard. English subsidiary. Should have passed Higher Local Exam., with Hons. in Modern Languages. Salary according to qualifications. (**Somerset**).—No. 382.

Senior Assistant Mistress for English subjects, with French or Mathematics. Salary according to qualifications. (**Middlesex**).—No. 381.

Senior Assistant Mistress wanted, with Geography and Drill. Salary about £100 resident. (**Glos.**).—No. 380.

Assistant Mistress, trained and experienced. Botany to Senior Oxford standard, and English in Higher Middle Forms. Salary according to Burnham scale. R.C. essential. (**Essex**).—No. 379.

Geography Specialist required for Convent School. R.C. Salary according to qualifications.—No. 370.

Assistant Mistress for Mathematics and History to Matriculation standard, and Geography throughout the school. Salary £120 resident. (**Norfolk**).—No. 368.

Assistant Mistress for Junior and Transition Form. English subjects and Games. High-class Boarding and Day School in the **Midlands**. Salary £100 resident.—No. 366.

Assistant Mistress for all English subjects and Music. Salary £80 resident. Churchwoman. (**Suffolk**).—No. 365.

Assistant Mistress wanted, to teach French to English girls. Salary according to qualifications. First-class Boarding School **near London**.—No. 363.

Assistant Mistress, Graduate if possible, to take Modern Geography to Matriculation standard, or Mathematics. Salary £110 resident. (**Somerset**).—No. 362.

Head Mistress (Certificated) wanted in January or after Easter. Able to prepare for examinations. Resident or non-resident. Light post. No boarders and no evening work. (**London**).—No. 378.

Junior Assistant Mistress for Co-educational School. 150 pupils. English, French, and Scripture. Teaching hours 21 weekly. Salary according to Burnham scale.—No. 377.

Senior English Mistress able to prepare for Matriculation and Cambridge Locals. Salary according to qualifications. (**Hants.**).—No. 376.

Good English Mistress for Mathematics, English, and Latin. Salary £100 resident. (**Yorks.**).—No. 375.

Experienced Mistress to teach Geography and History to Matriculation standard. Salary according to qualifications. (**Dorset**).—No. 372.

English Mistress wanted with B.A. Degree, if possible, experienced and able to take pupils to Matriculation standard. English Language and Literature, with History and Latin subsidiary. Churchwoman. Salary £120 resident. (**Sussex**).—No. 371.

MUSIC AND ART.

Good Music Mistress wanted for first-class school **near London**. Piano chiefly, also some help in French or Italian desired. Good salary to suitable candidate.—No. 386.

Experienced Music Mistress for Piano, Theory, Harmony. Salary about £80. (**Lancs.**).—No. 352.

Music Mistress for Church High School. **W. of England**. Piano and Class Singing. Salary £100 resident.—No. 296.

Music Mistress, L.R.A.M. or equivalent, to teach good Music to pupils of all ages. Good salary to suitable applicant. High-class school on **S. Coast**.—No. 256.

Music Mistress, L.R.A.M. or equivalent. Piano, Class Singing, Theory, Harmony. Salary £100. (**Wales**).—No. 221.

Music Mistress for high-class school **E. of England**. L.R.A.M. or A.R.C.M. Piano, Theory, Solo and Class Singing. Salary £90 resident.—No. 173.

Art Mistress wanted. Drawing and Painting, and some other subject. Salary according to qualifications and experience.—No. 384.

Art Mistress for school in **Scotland**. Must be able to prepare for R.D.S. Examinations. Salary about £90.—No. 210.

KINDERGARTEN.

Kindergarten Mistress for Convent School. R.C. essential. Salary £190 non-resident.—No. 351.

Kindergarten Mistress for Convent School **near London**. R.C. essential. Salary from £60 resident.—No. 388.

Kindergarten Mistress, Certificated or Trained. Salary about £100 resident. (**Hants.**).—No. 279.

Kindergarten Mistress, with Froeb. Certificate, for school in **N. London**. Salary £150 non-resident.—No. 253.

PHYSICAL CULTURE.

Physical Mistress. Drill, Games, Gymnastics. Salary according to qualifications. (**Norfolk**).—No. 369.

Physical Mistress for Swedish Gymnastics, Dancing, Games, Remedial work, &c. Salary £100 to £150 resident. (**Devon**).—No. 354.

Physical Mistress for Drill, Fencing, and Games. Must be trained and qualified. Salary up to £120 resident. High-class Boarding School in **Surrey**.—No. 305.

New Zealand.—Physical Mistress wanted for large Recognized Church of England School. Sports, Physical Drill, and Dancing. Salary £150 resident or £200 non-resident. 2nd class (saloon) passage paid out on 3 years' agreement.—No. 283.

Games Mistress, must be trained and experienced. Good Swedish Drill. Gymnastics and Games. Salary about £80. Recognized school. 120 pupils. (**Cheshire**).—No. 232.

NO REGISTRATION FEE, AND THE COMMISSION CHARGE IS VERY MODERATE.

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Please see page 42 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers, to whom no Commission will be charged.

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invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for the January, 1922, Term, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form Mistresses.

ASSISTANT MISTRESS required for important Girls' School in Home Counties, to teach English, with Latin as a subsidiary. Previous experience essential. Salary not less than £100 res.—No. 20,630.

ASSISTANT MISTRESS in important Girls' School in North of England, to teach French, some English, and elementary Latin. She should be able to prepare pupils for examination. Salary from £130 to £150 res.—No. 20,563.

ASSISTANT MISTRESS to teach Latin, Mathematics, and some French in high-class Girls' Private School in Home Counties. Salary about £100 res.—No. 20,363.

ASSISTANT MISTRESS to teach good Latin, with subsidiary subjects, in high-class Girls' Private School in Home Counties. Salary about £150 res.—No. 20,320.

SENIOR ENGLISH MISTRESS required for a high-class Girls' Private School on the South Coast. Candidate appointed must have had previous experience. Salary up to £140 per annum res.—No. 20,495.

ASSISTANT MISTRESS required for a large Girls' School in South Wales, to teach English and Mathematics up to Junior and Senior Cambridge standard, with elementary Latin, if possible, as a subsidiary. Salary offered from £100 to £106 per annum, according to qualifications and experience, together with board and residence.—No. 20,321.

SENIOR MISTRESS required for large Day School in the London district, to teach general subjects up to Senior Oxford standard. Salary offered from £150 per annum non-res., with luncheons provided at the school.—No. 20,655.

ASSISTANT MISTRESS required for high-class Girls' Private School in the North of England, to teach good Arithmetic, French, elementary Latin and German. Salary offered from £90 per annum res., according to qualifications and experience.—No. 20,456.

ASSISTANT MISTRESS required for high-class Girls' School on the South-east Coast, to teach English with Geography and Games. Salary offered from £80 to £120 per annum, according to qualifications and experience, together with board and residence.—No. 20,351.

Mathematical and Science Mistresses.

MATHEMATICAL MISTRESS required, in important Girls' Boarding School in the Home Counties. Candidate appointed should be able to teach Mathematics up to Inter-Art Standard. Post res., and salary in accordance with the Burnham scale. Pension Scheme attached.—No. 20,030.

ASSISTANT MISTRESS, to teach Geography as her chief subject, in important Girls' Boarding School on the South Coast. Candidates applying should state their subsidiary subjects. Post res., and salary about £100.—No. 20,545.

MATHEMATICAL MISTRESS, in important Girls' Boarding School on the South-East Coast. Salary offered about £150 res.—No. 20,611.

MATHEMATICAL MISTRESS, in important Girls' School on South Coast. Candidate should be a Graduate with either training or experience. Salary offered from £200 non-res., according to qualifications and experience.—No. 20,572.

ASSISTANT MISTRESS, to teach Mathematics and Geography, in high-class Girls' Private School in East of England. Salary about £150 res.—No. 20,423.

GEOGRAPHY SPECIALIST in important Girls' Boarding School on the South Coast. Salary up to £150 res.—No. 20,070.

MATHEMATICAL MISTRESS required for important Girls' School in the Home Counties. The post will be a resident one, and a good salary will be offered.—No. 20,463.

Kindergarten, General Junior, and Boys' Preparatory Mistresses.

KINDERGARTEN MISTRESS, in large Girls' High School in the Home Counties. Froebel Certificate essential. Salary from £90 to £100 res.—No. 20,640.

LOWER FORM MISTRESS, for Forms I and II, in large Girls' School on South Coast. Froebel Certificate essential. Post non-res. and salary £190, according to qualifications and experience, with allowance for previous experience.—No. 20,573.

JUNIOR FORM MISTRESS, in large Co-educational School in South of England. Able to offer English, French, and Scripture to Lower Forms. A candidate who is able to take part in Games preferred. Post non-res. and salary according to Burnham Scale for non-graduate Teachers.—No. 20,636.

KINDERGARTEN MISTRESS, in large and important Girls' Public School in the North of England. Froebel Certificate essential. Post res. and good salary offered.—No. 20,607.

JUNIOR FORM MISTRESS, in large Boys' School in South-West of England. Post non-res. and good salary offered, according to qualifications and experience.—No. 20,532.

TWO ASSISTANT MISTRESSES, for important Boys' Preparatory School in London District, to undertake between them Secretarial Duties, French, Music, Dancing, Swedish Drill. Posts non-res. ones and good salaries offered.—No. 20,609.

TWO ASSISTANT MISTRESSES, in high-class Boys' Preparatory School in Home Counties. One candidate should be able to offer elementary Latin and French. Salaries offered from £60 to £90 res.—No. 20,503.

ASSISTANT MISTRESS required for Boys' Preparatory School in the Midlands, to teach Mathematics up to Scholarship standard. Salary offered from £100 per annum res.—No. 20,673.

ASSISTANT MISTRESS required for high-class Boys' Preparatory School in the Home Counties, to teach good Dancing, with either elementary English or Pianoforte as a subsidiary subject. Salary offered about £100 per annum res.—No. 20,638.

Gymnastics and Domestic Science Mistresses.

ASSISTANT MISTRESS required in high-class Girls' Private School in London district, to teach Drill, also Games and elementary English subjects. Post res., and good salary offered.—No. 20,523.

DOMESTIC SCIENCE MISTRESS in Girls' Private School in North of England. Post res., and good salary according to qualifications and experience.—No. 20,603.

DOMESTIC SCIENCE MISTRESS in Girls' Boarding School in North of England. Salary about £70 to £80 res.—No. 20,601.

VISITING DOMESTIC SCIENCE MISTRESS in large Girls' School within easy reach of London. Good terms will be paid.—No. 20,608.

PHYSICAL CULTURE MISTRESS required for Girls' Private School in the East of England, to teach Drill and Games, together with general English. The post will be a resident one, and candidates, in applying, should state salary they require.—No. 20,596.

Modern Languages and Foreign Mistresses.

NATIVE FRENCH MISTRESS in important Girls' Boarding School in Home Counties. Previous experience in English schools essential. Post res., and good salary offered.—No. 20,617.

NATIVE FRENCH MISTRESS in high-class Girls' Private School in Home Counties. She should be able to offer Needlework as a subsidiary. Salary about £60 res.—No. 20,578.

VISITING NATIVE FRENCH MISTRESS in high-class Girls' Private School within easy reach of London. Good terms will be paid.—No. 20,345.

ASSISTANT MISTRESS required, to teach French as her chief subject, together with some English as subsidiary, in a Girls' Private School on the South-west Coast. Salary offered £90 per annum res.—No. 20,675.

Music and Art Mistresses.

MUSIC MISTRESS, in high-class Boys' Preparatory School within easy reach of London. Previous experience in Boys' Schools essential. Salary about £180 res.—No. 20,348.

MUSIC MISTRESS, in Girls' Private School in Home Counties. Subjects should include Solo and Class Singing. Salary from £75 to £100 res.—No. 20,364.

MUSIC MISTRESS required for a high-class Girls' Private School in the North of England. Salary offered about £90 per an. res.—No. 20,650.

MUSIC MISTRESS required for a high-class Girls' Private School in the North of England. Salary offered £100 per annum res.—No. 20,681.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

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MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Truman & Knightley

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TO—

ASSISTANT MASTERS

ASSISTANT MISTRESSES

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Messrs. Truman and Knightley have still several vacancies to fill for the coming term, and have already received instructions regarding a number of vacancies for after Easter in Public and Private Schools at home and abroad, and will be glad to hear from candidates seeking appointments.

There is no charge for registration,
and the rate of commission charged to those
for whom an appointment is secured has
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SCHOOL TRANSFER DEPARTMENT.

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Professor of Inorganic and Analytical Chemistry in the Royal Technical College, Glasgow.

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The long expected Elementary Welsh Grammar by Sir J. Morris-Jones has been published at last. This is a small volume of 197 pages, containing practically the same matter as his previous Welsh Grammar, so far as that deals with the modern language. The matter in this volume has been largely rewritten and adapted for the use of intermediate schools and the general student. The first 36 pages of the book are devoted to phonology, and the remainder deals with accidence in a very exhaustive and lucid manner. As might be expected, the book is written in an original and masterly manner, and nothing like it has ever appeared before on Welsh Grammar. The chief feature of the book, perhaps, is the copious examples that are taken from the works of the best early modern bards and late modern writers to illustrate and corroborate the rules. This feature makes it not only a trustworthy grammar book, but also a very interesting book to read. The writer has restored the old traditional language of the bards, and has corrected all the false etymological theories formed in the early part of the last century. This book supplies a need that has been long felt, and should be warmly welcomed by all teachers of Welsh, and those who wish to make a thorough study of the Welsh language.

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In this work Prof. Graeme Ritchie and Mr. J. M. Moore supply renderings of about one-half of the passages given in their manual, together with excellent and stimulating notes. The versions are manifestly the production of experienced teachers, who have made fellow-workers of their students, and have turned the French composition classroom into an intellectual workshop for the hammering out of ideas in new forms. Other distinguished teachers, such as M. Berthon, Prof. Kastner, Prof. Legouis, and Sir Donald MacAlister, have contributed versions. The method followed by the authors is one of research. The best French writers—those, at least, which students are likely to know—are referred to, and followed in the choice of expressions best fitted to convey the meanings required. Explanations are brief and to the point, and variants are frequently given. Reference is constantly made to parallel passages in both languages. The book is conveniently printed, the numbers of the passages in the original manual being given, not only over each translation, but also on the heading of each right-hand page. A further convenience would be an index of the passages, with the English and French titles, and the names of the authors. There is a good index of the words mentioned in the various notes. Used in conjunction with the manual, this book should be an extremely valuable aid in the study and teaching of advanced French prose composition; it is, perhaps, the only English work of the kind fit for university use.

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This handbook contains a large number of useful commercial phrases and letters. But, at a time when a real improvement is

taking place in the style and matter of commercial correspondence, it is a pity to admit, in the specimens included of English letters, so many clumsy and ill-turned phrases.

La Comedia Nueva, por Leandro Fernández de Moratin. With Introduction, Notes and Vocabulary by H. C. L. BALSHAW. (3s. 6d. Methuen.)

The comedies of Moratin make as good a starting point for the student of Spanish as do those of Goldoni for the beginner in Italian. The *Comedia Nueva* is in itself well written and amusing, and also throws considerable light on the state of Spanish literature at the end of the eighteenth century. The present edition gives a good introduction, notes, and glossary, and could be used by a beginner with no further supplement than an elementary grammar. The editor's preface and notes are good and clear.

ENGLISH.

"The Clarendon Series of English Literature."—(1) *Milton, Poetry and Prose.* With Essays by Johnson, Hazlitt, and Macaulay. Edited by A. M. D. HUGHES. (2) *Cowper, Poetry and Prose.* With Essays by Hazlitt and Bagehot. Edited by HUMPHREY S. MILFORD. (Each 3s. 6d. net. Clarendon Press.)

To combine in a volume of about 200 pages "a representative selection from a great author with the best criticism of their work," as the general introduction puts it, is extremely difficult. So small is the space at the editor's command that one or either element must suffer. In the case of these two volumes the author comes off badly: is, in fact, in danger of being swamped by the criticism. The plan lands the editors in contradictions. To the student who wants three critical essays on Milton, "Comus" with 400 lines taken out of the middle is useless, as are a few fragments of the "Task" to the reader who desires to study Cowper in the light of Bagehot's criticism. These volumes, indeed, we fear are only too likely to stimulate that very tendency which, according to the general introduction, they are designed to counteract—namely, the tendency to "put before the student, not the writings of the greatest authors, but books about them." A much larger acquaintance with the writings than can be obtained from these volumes is necessary before the books about them can be of any value to the student. The scheme works most successfully in the case of Milton. Johnson, indeed, was incapable of appreciating Milton, but Hazlitt's lecture is stimulating, while Macaulay's brilliant essay is the best introduction to the poet's personality that can be placed in the hands of youth. Of Cowper, on the other hand, neither Bagehot nor Hazlitt had any real understanding. Bagehot's view that "the mind of Cowper was, so to speak, naturally terrestrial" is enough of itself to put him out of court. Mr. Milford speaks of his author's "continued popularity," but a mutilated and eviscerated Cowper is all we care about now. In Cowper, the pleasant letter-writer and composer of agreeable trifles, we still take some interest, but Cowper the moralist and preacher, Cowper the sufferer, diseased in mind, oppressed by the horror of an awful delusion, is a bore to us, and the editor keeps him pretty well out of sight. It is a new kind of bowdlerization. Mr. Milford, we note, prints "The Loss of the Royal George" in three twelve-lined stanzas, as he did in his Oxford edition. Cowper arranged it in three stanzas of six long lines each, as everyone who has seen the manuscript at the British Museum knows; Hayley, in whose biography of the poet the lines first saw the light, printed them in four-line stanzas; and every subsequent editor, except Mr. Milford, has slavishly followed Hayley. Mr. Milford's arrangement, though not that of Cowper—the long line would certainly be awkward to print—has the merit of showing the tripartite division of the verses. The poem has found admirers amongst good judges, but we doubt whether anyone but Mr. Milford has called it "sublime." It is not generally known that it was written for music. "Take it to your organ," says Cowper, in the letter to William Unwin which accompanied the poem, "like most songs, it depends much upon the music." For the printing of the second line in the form, "The brave! that are no more," we have found no authority.

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(Continued on page 58.)

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(2) In 1920, the *Scientific American* announced a prize of 5,000 dols. for the best popular essay on the Einstein theories, and in this volume Mr. Bird has given an account of the contest, and compiled an introduction to the selected essays here published. There is a useful account of the space-time continuum, which forms Minkowski's world of events, and it is shown how this fits into Einstein's structure. To give an adequate elementary exposition of relativity in the small compass of 3,000 words would have required a miracle, and it is not surprising that the competitors have, for the most part, emphasized particular aspects of the theory. Some of the essayists bear well known names, and contribute papers of remarkable interest; for our own part, we prefer that by Prof. de Sitter on "Space, Time, and Gravitation," which is a real work of art. Probably Einstein himself would not have won the prize in this competition!

(3) Prof. Dalton has not been hampered by a word limit, and in these four lectures he has given an account of the rudiments of relativity which can be strongly recommended. He has not been content merely to reproduce the ideas and illustrations of earlier writers, but has thought out these questions for himself, and has not been afraid to adopt a critical attitude where that seemed necessary. Relativity "has made us think; it has brought home to us the limitations of the human understanding, and has made us more critical of any scientific dogmatism."

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This well known book has passed through many editions, and the present one (1921) has been brought up to date, both as regards subject-matter and maps, in accordance with the terms of the Peace Treaty. Each new State is described in a separate section. In spite of the many improvements that have been introduced into the work, the book nevertheless belongs to the old-fashioned type of geography, as the various chapters are made up very largely of lists of capes, mountains, towns, counties, &c. Many of these lists are quite unnecessary, as the same features are shown clearly on the maps which accompany the text.

"The Excelsior Geographies."—Part I: *The Sun's Influence upon Life on the Earth*. By E. R. SHEARMUR. (2s. net. Bacon.)

The first half of this book deals with temperature and rainfall; the second half with vegetation and products. All these distributions are carefully explained, and useful exercises are given at the end of each chapter. Nine coloured maps, with clearly printed names, illustrate the lessons, and there are also diagrams and pictures.

Cassell's New Atlas. Edited by GEORGE PHILIP. (21s. net.)

The publishers of this atlas are to be congratulated on producing a work both up to date and full of detailed information. Politically, the atlas shows the regrouping of the peoples of the world that has resulted from the war; and, historically, the evolution of the modern European States and the readjustment of boundaries. Large-scale tourist maps, and maps showing land and sea routes with distances by rail and time, are also included. Altogether, there are 144 plates, prepared by the firm of George Philip & Son, of the London Geographical Institute. The maps are beautifully coloured, and every name is distinctly printed. An index of 35,000 place names, with latitude and longitude, is given at the end of the work. For so excellent a production, the price is extremely moderate.

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This is the second volume of a series designed to provide a four-years' course in geography for secondary schools. The three southern continents are carefully described, with special reference to regional geography; and in separate chapters the historical and political factors are dealt with. In Section II, some of the principles of geography—such as the movements of the earth, the seasons, and climate—are discussed. The lessons are illustrated with pictures, maps, and diagrams.

A School Economic Atlas. By Dr. J. G. BARTHOLOMEW. Fifth Edition, Revised. (6s. net. Oxford University Press.)

This atlas contains sixty-four pages of maps prepared by Dr. Bartholomew. The maps, well drawn and clearly printed, show the distributions of the various economic productions, trade routes, climatic conditions, and other features of importance in commercial geography. In a useful introduction, Prof. Lyde explains the maps, and adds much valuable information in economic geography. For ordinary school use, the binding in limp cloth is hardly durable enough.

"Peeps at Many Lands."—*Madagascar*. By H. A. RIDGWELL. (3s. Black.)

This book, illustrated with eight coloured pictures, contains a good description of a most interesting island. The conditions under which men live in the capital and in the villages, the social customs, the arts and crafts of the Hova people, are all described in an attractive style.

Geography for Senior Classes. By E. MARSDEN and T. A. SMITH. (7s. 6d. Macmillan.)

The two earlier volumes by the same authors have already been used successfully in the lower forms of secondary schools, and teachers will welcome the present volume, which is intended for the higher forms, and completes the series. It covers fully the course in physical and political geography for the general school and matriculation examinations. All who have been concerned with its production have done their work well, and the result is a remarkably good text-book. There is a profusion of excellent coloured maps, diagrams, and pictures, and a useful collection of questions selected from recent examination papers.

Map Projections. By A. R. HINKS. Second Edition, Revised and Enlarged. (12s. 6d. net. Cambridge University Press.)

The theory of map projections, when studied from the purely mathematical point of view, lends itself to a great variety of intricate problems of considerable interest to the mathematician, but of little use to the cartographer. The author, who is not only an eminent mathematician, but also an able geographer, wisely restricts his main investigation to those projections which are most suitable for making good maps, and in each case he explains clearly how the map net can be accurately determined. Particular mention may be made of his thorough treatment of the conical projection (both in its simple form and with two-standard parallels) and the various zenithal projections. A few specimens of curious projections are given; for example, that of the sphere on the circumscribed cube, and the transverse Mollweide's equal area projection devised by Dr. Close. In this edition there are several new chapters which deal with projections for topographical maps on a large scale, with the history of map projections, and with other parts of the subject not adequately described in the first edition. As a really practical work, this book can be thoroughly recommended to teachers who include cartography in their course of instruction, and to students who are preparing for the higher examinations, such as the First Division of the Home and Indian Civil Service.

"Edina Geographies." By T. FRANKLIN.—Book I, *The British Isles* (1s. 8d. net); Book II, *Europe* (1s. 9d. net). (Johnston.)

These little books, of about seventy pages each, contain a great deal of information, although some of the paragraphs contain rather too many names. The physical geography is well described in both books, particular attention being given to climate and vegetation. The references to political geography include the recent changes in the map of Europe.

MISCELLANEOUS.

"The World of To-Day."—*Foreign Governments at Work*.

An Introductory Study. By H. FINER. (2s. 6d. Milford.)

This is a book of the stimulating sort, for study circles or for those who are attending university extension lectures on political subjects, and it is enriched accordingly with bibliographical notes. Useful throughout, it is most useful when explaining the New Constitution in Germany, where contemporary history is driving home the lesson that it is easier to formulate general principles than to apply them practically. In the United States, as we learn, "The demon of the people has so developed that it presses against the bars of uncongenial institutions: these must be refashioned." The demon that made the cage may be trusted to enlarge it so far as is necessary for comfort. Like many other modern reformers, our author demands a new education of the whole people, adolescent and adult. Until this has been prepared, we advise commencing politicians to get as much as they can of the old. It will tell them, among other things, that money is not wealth; and again, that "the political association has for its end the performance of noble actions, and not a mere living-together." Aristotle is not wholly obsolete.

Essays and Addresses. By Prof. GILBERT MURRAY. (10s. 6d. net. Allen & Unwin.)

Prof. Gilbert Murray is known as a man of wide and accurate knowledge, of a powerful and delicate literary art, and of a high courage. These possessions he here applies to the consideration of some leading topics in history, literature, religion, and politics. The war fever at Athens towards the end of the fifth century B.C.; the changing attitude of Euripides to life as shown in his plays; the psychological basis of stoicism; how poetry is both a mimesis and a criticism of life, the rival views predominating in certain poets; literature as a revelation rather than a collection of "gobbets"; the soul and its struggle with force; self-interest and the desire for self-approval as powers in politics; the ultimate solidarity among the peoples of the earth; the spirit of unmixed hatred towards the existing World Order—this very inadequate summary of the subjects treated shows the impossibility of the reviewer's task. We are confined to a few brief comments. The serenity of Euripides' earlier plays is contrasted with the bitterness and violence of the later ones. In the last of all, the "Bacchae," "he shows a peculiar, and almost enthusiastic, interest in a sublimation of Bacchic doctrines." We once heard Dr. Verrall, to whom Prof. Murray refers with approval on a special point, discourse with his wonderful eloquence on the notion that Euripides, brought into touch with Bacchism in Thrace, was fascinated by the possibilities of a religion of enthusiasm, a thing not known at Athens. To the student of Euripides this essay will be profoundly interesting. He will probably be reminded of the indications that Shakespeare's outlook on life changed in a somewhat similar manner, but the note

(Continued on page 62.)

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of reconciliation on which he ended is different indeed from the mystic unification of the human and the divine suggested by Euripides. The essay on Poesis and Mimesis contains two eloquent pages on Ovid: "a poet utterly in love with poetry. . . . His criticism of life is very slight; it is the criticism passed by a child, playing alone and peopling the summer evening with delightful shapes, upon the stupid nurse who drags it off to bed. And that, too, is a criticism that deserves attention." And after some suggestive remarks on "the extraordinary diversity of style and of aim which results naturally from the use of different languages," especially as regards verbal stress and word-order, our power of mimesis is presented as the basis of our power of idealism, the great guiding force in the upward movement of humanity. This largeness of view is characteristic of Prof. Murray. To him, literature is the record of the triumphs of the human soul. It is a revelation, not an amusement, not an affair of technique, not a source of curious information, not even an assemblage of pleasing friends. Those are the delights of "the really cultured people," those who like Lamb's "Essays" and "Lavengro," and Burton's "Anatomy," and Evelyn's "Diary," and the "Religio Medici," and the "Literary Supplement"—those, as we read elsewhere, who are "proper average educators." It is well for us to be reminded occasionally that, despite our culture, we are, however proper, merely average, if we are incapable of at least sympathizing with the larger view. We know no book better calculated than this to put the really cultured person out of conceit with his culture; our inferiority stares us in the face as we read and ponder.

"We're borne aloft, and leave the crowd,
We sail upon a morning cloud,
Skirted with dawning gold."

But even culture is better than hoggishness, and are we all such dull dogs that we are given Evelyn instead of Pepys? In the more purely political essays it is clear that Prof. Murray believes, with Browning, that "God's in his heaven," but he holds it to be our business to make "all right with the world." Twice he quotes the Stoic description of men as "ministers of the Divine Providence." And so we take leave of a most inspiring book.

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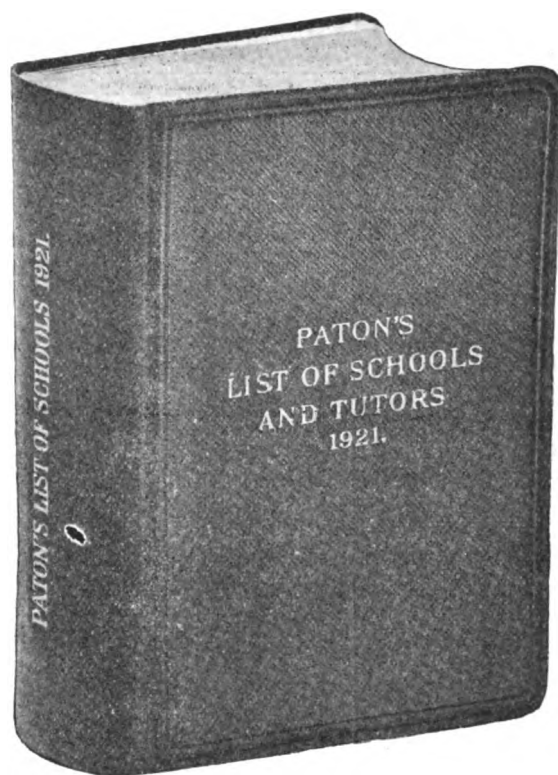
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THE ANNUAL GENERAL MEETING of the S.T.U.T.I.S. will follow.

BUSINESS.—To receive the audited Accounts for 1920, and to receive the Committee of Management's Report and Accounts for 1921 (not yet audited). Election of Chairman, Vice-Chairman, and Committee of Management. Nominations for these offices should be sent to 10 Mecklenburgh Square by 4th February. C. PYBUS, Secretary.

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Continued from page 104.

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For "A LIST OF SCHOOLS,"
see page 69.

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See also pages 65-70, 97, 121; [Halls of Residence] 66; [Physical Training] 67, 69, 70, 85; [Scholarships] 67, 104; [List of Schools] 69; [Music] 67, 71, 100.

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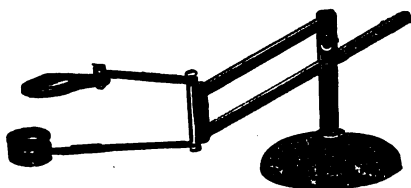
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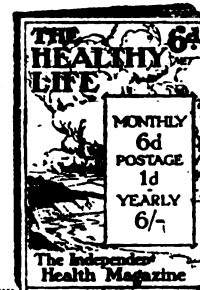
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OCCASIONAL NOTES.

AN impressive protest against the reduction of the Treasury grant to the universities has been sent to the Prime Minister from "the sister universities of Birmingham, Durham, Leeds, Liverpool, Manchester, and Sheffield," and the Vice-Chancellors of Oxford, Cambridge, London, and other universities have notified to the Prime Minister their concurrence in the letter. The claims of the university to a full measure of public support are set forth in weighty language. Universities are the recruiting and training grounds for the great professions and for the public services. They educate chemists, physicists, steel experts, civil, mechanical, and electrical engineers, architects, and other workers and leaders in industry. They advance science and extend the frontiers of knowledge in all departments of study. Further, it is stated that they are all short of the means of developing their usefulness. Fees have been raised, strict economy has been practised, £1,175,000 has been received from benefactions, the local authorities have nearly doubled their grants during the last nine years, but still the universities are short. Germany, the United States, and Canada all think more of their universities and do more for them than we do. Finally, the Government are reminded that they themselves encouraged the universities to hope that what they raised locally would be met by a corresponding increase in Treasury grants. It is an able document, and we hope it will receive the consideration that it deserves. Even those who care nothing for wisdom and knowledge may feel the force of the plea that to support universities is "good business."

MR. HAROLD LASKI, on January 5, addressed the Society for Educational Research on "The Needs of the Modern University." He dealt particularly with its needs in the matter of political science. A thorough reformation, it appears, is essential, more particularly in the cases of Oxford and Cambridge. Mr. Laski blames them, first, for giving any information at all; secondly, for *not* giving information respecting the political institutions of America and the British Dominions. The business of the university, it seems, is not to supply facts, but to furnish an instrument of thought, and at the same time it is to analyse present-day conditions and to work backwards from them into the past. In order to compel universities to carry out these two incompatible duties radical reconstruction is necessary. The universities—at any rate, Oxford and Cambridge—cannot be trusted to effect this themselves. No Guild-Socialist idea of self-determination will do for them. The government of a university should no longer be left so largely to the teachers themselves as had been the case with Oxford and Cambridge. Mr. Laski was a teacher himself, but he knew no body of people, men or women, who were less creative in relation to experiment in their work than teachers. Hence, not for dons the freedom from external control claimed by workers! Let not Oxford and Cambridge hope to retain equality with the Miners' Federation or the National Union of Railwaymen in the new Soviet Republic!

THE Master of Balliol delivered a presidential address on "Science and History" to the Science Masters' Association on January 4. The generalizations concerning history did not go beyond the safe formula that the study of the records of the past trains the judgment, quickens the imagination, develops the civic sense, and generates hope. The last section contained the only matter seriously controversial—Is history a science? No, says Mr. A. L. Smith; it is not. History cannot predict and science can. In other words, a science is determined not by its nature or by its methods, but by its achievements. This is an indefensible criterion. It rules out from the list of the sciences such branches of investigation as ethics, politics, psychology, æsthetics—all the contents of mental and moral philosophy, in fact. It threatens to expel even meteorology, seismology, and other recondite branches of natural philosophy; for the prophetic power possessed by the expert in storms and earthquakes is still small. No; science is a matter of method and not of result. History, the record of human society, equally with the phenomena of Nature, is capable of being studied with an impartiality of spirit and an exactness of research which fully entitles it to be regarded as a science, quite irrespective of whether or not it ever arrives at those "laws" which Comte predicted and Buckle professed to expound.

THE Yorkshire Ladies' Council of Education have been putting to themselves some plain questions regarding the outcome of half a century of women's higher education. Prof. Gordon, of Leeds, who was invited to open the discussion, declared that, although many women had taken brilliant degrees and had displayed receptive powers of the highest order, they had

done practically no original or creative work, and had added nothing to knowledge. If, said he, they produced any work, the chances were a thousand to one that it would be purely imitative and reproductive. And yet women certainly had capacities of insight and interpretation peculiar to themselves and denied to men. Prof. Gordon expressed himself in terms that were perhaps rather too sweeping and unqualified; yet the amount of error or exaggeration in his statements was probably too small to affect their validity seriously. So much was indeed admitted by the ladies who subsequently joined in the debate. Nor do we think there is much in the contention of one of them that a woman cannot have a wife to keep inviolate her hours of original work. If she can't have a wife, she can have a housekeeper; besides, it is very well known that the original work of some men is done amid domestic distractions and often amid domestic misfortunes. We hope the Ladies' Council will adhere to their intention to pursue the subject, with a view to reach the really fundamental causes of the difference in question.

THERE is no doubt that, vast as have been the results of the efforts of the pioneer women of half a century ago, those efforts were made on the assumption

**A Women's
University?**

that whatever is best for men must necessarily be best for women. This assumption, natural to women who were mostly bred in an academic atmosphere, is precisely what calls for the most careful and unbiased investigation. One would have supposed, on *a priori* grounds, that where marked physical differences exist, marked mental differences must inevitably accompany them. The question is not, let it be observed, whether opportunities of higher education should be open to women. No one, we think, whose opinion is worth having, would desire to reopen that question. The point is whether there should be, at any rate, alternative avenues of distinction more appropriate to the tastes and capacities of women. There is evidence that the public mind is not at rest on the subject of identical courses of secondary education for boys and girls, and the subject of identical academic courses for men and women may also have to come to the front. We cannot pretend, however, to sympathize with Prof. Gordon's idea of a separate university for women. We think the balance of argument is distinctly against that view. We prefer a system of diversity in unity to two separate systems. Without closing any of the doors now open to women, we would open others which many of them, in time perhaps most of them, might choose. That, as was pointed out by one of the ladies on the occasion above described, women have invented the systematic and scientific teaching of the household arts and of the art of nursing is a fact not without significance. The broadening of women's opportunities so that they may use their full powers without being forced into discouraging competition with men is perhaps what is needed.

THE classicists seem engaged in a competition to decide who can make the most extravagant claims for their favourite subject. Lord Milner did pretty

**"Booming" the
Classics.**

well when he said that "Graeco-Roman culture was still the strongest spiritual bond between European nations." Mr. Asquith's identification of the classics and the humanities

was, in our opinion, too stale and trite an extravagance to deserve a prize. Much better was the doctrine advanced in the "Legacy of Greece," that classical study is the best cure for Bolshevism. But all these competitors have been far outdistanced by Dr. J. W. Mackail, with his declaration that "the classics were, and were likely to remain till the end of time, the highest that mankind had done in the way of truth and beauty." The question whether Greek ideas of beauty in art and literature are superior to modern ideas is one of taste, and, therefore, not susceptible to argument; but what is a matter of fact is that the range of beauty in Greek work was an extremely narrow one, and that in this country at least their forms of art and literature have never found any wide acceptance. In his assertion about "truth," Dr. Mackail boldly ignores modern science, modern philosophy, modern ethics, and the Christian religion. Mr. A. S. Lupton, late Vice-President of the Working Men's College, complained at the same meeting of the difficulty experienced in getting working men to take up seriously the study of classics. Why should they study them when they have all English literature at their disposal? We are glad to note that even the head masters of the public schools seem to be revolting against the demand that classics shall dominate education; for, at the recent meeting of the Head Masters' Conference, a resolution that it was the duty of head masters to support in their own schools the recommendations of the Classical Committee was carried by a majority of only five in a house of fifty-three.

THE Head Masters' Association at its general meeting took up a quite definite position in the matter of classics. The Heads refuse to admit that Latin has any

**The Head Masters'
Association.**

claim to a privileged position. They declared that it should not necessarily be a normal subject in the curriculum of all secondary schools, nor an obligatory subject in arts courses. They protested against the principle of "transfer" being forced upon schools in the interests of classics. That principle excites as much hostility now as it did when it was first mooted by the Board of Education in connexion with their scheme for advanced courses. The opposition is based on the view that, if children who show particular aptitude for a certain subject are to be transferred, midway in their school life, from the school where they have begun to another where they may finish, the unity of their education will be broken up and the corporate life of schools seriously injured. The classicists urge that every boy or girl with any literary aptitude should have a chance of learning Latin and Greek. If that be admitted, surely every girl with an aptitude for science must be given the opportunity of learning chemistry and physics, and every boy with the like aptitude the chance of studying biology. No doubt there may be cases of young people with a real genius for some particular study in whose cases transfer may be advisable, but the organization of a general system of transfer would bring more loss than gain. We must reconcile ourselves to the inevitable fact that, however excellent our system of education may be, most people will go through life ignorant of most subjects.

THE Modern Language Association, like the Head Masters' Association, have declared against Latin being compulsory for an Arts degree, supporting their

Latin in Arts.

view by the recommendations of the Government Committee on Modern Languages. The question is not an easy one, and hardly admits of being answered by a formula. On the one hand, no one can deny that some knowledge of Latin at least is necessary for the highest work and most advanced teaching in English or any other Western European literature and language, and in history. On the other hand, we cannot reconcile ourselves to the absolute refusal of any degree in Arts to candidates who are ignorant of Latin. How would it be if Latin were required only from those who aim at a first class? The system of special subjects for such candidates is now generally accepted. It is too often forgotten, we think, in our controversies that what is needed for the development of the best minds or is a necessary part of their equipment may be an actual hindrance to those that are less able.

Functions of Geography in Education.

RECENT correspondence between the British Association and the Board of Education has directed attention once more to the position which geography occupies in the national scheme of education. It was probably the first subject to appeal to the expanding intellect of man; it seems to be the last of the subjects essential to a sound education to be recognized as worthy of full status in schools and universities. To suggest, as the official regulations do, that a course of mathematical and physical geography completed by the age of fourteen is sufficient, if supplemented by what may be gathered subsequently during historical studies, indicates a lack of appreciation, both of the content and educational function of the subject. Perhaps the greatest function of geography in education is its power to draw into one rounded and balanced whole what would otherwise be specialized and detached studies. It is capable of giving unity to the natural sciences by bringing them to the common denominator of Earth and Man regarded as a single entity. Indeed, in these days of overcrowded time-tables, it might be wise to consider a much broader base for scientific studies in schools, where too often specialization is begun before pupils are well prepared for it. The Earth as a living unit is the principal subject-matter of all our studies, but we have lost sight of that unity in the detachment of specialization. Perhaps we might profitably readjust our vision of school education, and allow specialization to grow out of, and not precede—or, rather, ignore—the fundamental unity of a living Earth which is the subject-matter of geography.

Secondary Education through Practical Activities.

AT a meeting of the Educational Handwork Association, held during Conference week, Mr. B. S. Gott, Secretary to the Middlesex Education Committee, propounded an interesting scheme for a type of secondary education based upon practical activities rather than upon linguistic and similar studies. The reigning conception of secondary education is that it should prepare for the matriculation examination of a university, and, perhaps, add some advanced work arising out of such preparation. But every schoolmaster knows that a large proportion of the boys in any secondary school are not, so to speak, academically minded, and the schoolmaster is sometimes so far in the grip of the system as to regard these boys

as "duffers." The intelligent parent, however, who sees the boy in the home, bored by his lessons, but eternally tinkering, making, shaping, and perhaps meddling, knows far otherwise. He keeps the boy at school because he thinks it is his social duty to do so, although the boy may regard school chiefly as a place where games are played, and quite subordinately as a place where work is done. For such a boy Mr. Gott desiderates a secondary education in which science and mathematics are taught through their practical applications, geography through models, surveying, and the like, history as the history of local industries, literature partly through dramatic representation, and English mainly as a means of making a clear and systematic statement of work done—no other language being attempted. A boy of the type in question, possessed of no linguistic gifts and no special bent for craftsmanship, would become an employee in such non-technical occupations as are to be found in offices and distributing trades. The aim would be cultural rather than industrial, and the education given might in some cases even lead on to the university. Without committing ourselves to details, we feel sure that Mr. Gott is substantially right, and we hope that an experiment on the lines laid down by him may speedily be tried.

Dual Control.

THE question of the dual control of elementary schools, which was discussed in these columns two months ago, received extended notice at the recent North of England Education Conference. Mr. F. J. Leslie, Hon. Secretary of the Association of Education Committees, outlined a scheme by which, under a number of defined conditions, the owners or trustees of school buildings might lease the buildings to the local authority for a term of years, and at a nominal rent, the lease to be renewable at the end of the term. As to this business basis of a scheme, we entirely agree with Mr. Holland, secretary of the National Society, who, in his eminently wise and temperate speech, declared that what is wanted is an immediate and whole-hearted settlement by consent, such as is embodied in Mr. Davies's Bill, not a scheme which may merely postpone all the difficulties until the proposed leases begin to expire. There are conditions in Mr. Leslie's scheme of which we disapprove with even greater emphasis. One may earnestly desire religious teaching in the schools, and one may even go all the way with Mr. Holland in regarding such teaching not only as desirable, but as fundamental. It is quite another thing to settle by legal enactment, as Mr. Leslie would apparently do, how many lessons a week should be given, and how many minutes each lesson should last. In so far as Mr. Leslie's scheme involves tying the hands of managers and teachers in matters of this kind, it surely stands condemned. Of course, we see some advantages in a scheme which would definitely reopen—say, thirty or forty years hence—the question of the continued use of the buildings, but we think these advantages may be too dearly purchased.

Juvenile Employment.

LORD CHELMSFORD'S Committee, whose recommendations we described in our November issue, were in favour of local education authorities undertaking the work of assisting juvenile employment, and there appears to be a very general agreement in support of this, but the Education Committee of the County Councils Association are of opinion that they should

not be called upon to undertake any duties in connexion with unemployment insurance. The Association of Education Committees, on the other hand, takes the opposite view. In administrative county areas there is not, perhaps, the same need for this work as in urban districts, but we think that it will be a calamity if education authorities generally neglected the opportunity now placed before them of securing control of a development which is, and must increasingly become, intimately associated with their educational activities.

Honours Boards. THE consultative committees of head masters and head mistresses under the London County Council have been considering, at the instance of the Education Committee, the question of honours boards in elementary, including central, schools. It is obviously high time that such consideration took place, for under the present rule awards of an annual value of £5 can be entered on the honours board, and, to quote the exuberant language of the official memorandum, "the retention of such a low amount will accelerate the advent of the time when dimensional restrictions alone will make the present regulations unworkable." Besides, as the memorandum more soberly points out, scholarships are not necessarily honours, but only a means to an end which may not be realized. More important still, the boy or girl whose force of character or athletic prowess has won him or her high distinction during school life, but whose gifts do not win distinction in the examination room, finds no place in the list of honoured names. Again, proposals have been made to get over the difficulty of "dimensional restrictions" by deleting lists a decade old, in order to make room for fresh ones, so that the names of persons who may even achieve fame a few years hence would be automatically wiped off the board. The question is no doubt beset with difficulties, one of them being that what is a real honour in many an elementary school is no honour at all in a central school. A good start has been made, however, by having the difficulties clearly stated.

Head Masters as Trade Unionists. THE Head Masters' Association have taken the great plunge: they have declared for trade unionism. The Council have decided that, after March 31 next, no head master who accepts a head mastership at a lower salary than the minimum (£600) of the Burnham Report shall be admitted to membership of the Association. The Assistant Masters' Association are backing up the senior Association, and claim to have already prevented a number of their members from applying for underpaid posts. The elementary-school masters have definitely accepted the strike as one of their weapons; so teachers are being compelled, in self-defence, to adopt methods from which twenty years ago they would have shrunk with horror. But they are perfectly right. It is a primary duty of every profession to maintain a proper standard in the price of labour—not merely in its own interests, but in the interests of the public; because unless a profession is properly paid it will cease to attract men of ability, or to command public respect.

LONDON now possesses thirty-four Continuation Schools. The pupils receive 8 hours' instruction, of which 2 to 2½ are given to English, including history and geography, 2 to practical work (i.e. woodwork, metalwork, &c., for boys, needlework and housecraft for girls), 1 to calculations, 1 to drawing, and ½ hour, in the case of girls, to singing.

A NEGLECTED PROFESSION.

By A HEAD MASTER.

A SCHOOLMASTER is often at a loss for what to do with the boy who, without being a gifted scholar or a literary genius, has a taste for the humanities and an interest in, and sympathy for, human nature. It is difficult to advise journalism. It is too precarious a calling unless he has independent means. The Civil Service is too safe and unadventurous for a youth of spirit. Science and engineering are not in his line, and it would be something of a tragedy if he drifted on to the Stock Exchange.

In former days there is no doubt that this sort of boy would have found his way into the Church as a profession. It offered a life of high spiritual aim with the fullest opportunity for promoting the welfare of fellow human beings, and gave opportunity for study, if he felt drawn to it. The "cleric" could still be the "learned clerk." "Clerus Anglicanus stupor mundi" ("the Anglican clergy are the wonder of the world"), it was once said. Now, the clerical profession is simply outside his range of vision. It does not enter within the bounds of consideration. The number of recruits to the various branches of the ministry is a mere fraction of what it was before the war. Such as come in are mainly drawn from a different social class (not that they are necessarily the worse for that). Being without a university degree, they are not, in many instances, as a rule, distinguished for their learning, and, even if they make up somewhat for this by the warmth of their enthusiasm, still, the poverty of the average sermon is a by-word among church-goers. Preaching may not be everything, but it has always counted for a good deal. And in this respect the hungry sheep, who once a week look up to the pulpit, are assuredly not adequately fed. "The foolishness of preaching" is a term which applies only too literally.

What is the reason of this falling off? Nobody seriously believes that the present generation is lacking in generous aspiration. The usual excuse presented at Church Congresses and the like is that it is not possible, under present circumstances, to offer a living wage, or, at least, only a bare living wage, with only the remotest prospect of marriage. This, no doubt, is not without truth. The stories, which were current in the latter years of the war, of the parson who said that he was "dining out to-day," by which he meant gathering turnips and blackberries in the fields, who could not be seen outside his rectory in winter-time because his overcoat was full of holes, are calculated to have a deterrent effect on all but the saint and the ascetic. It needs an apostle to be able to speak of being "in hunger and thirst, in watchings often," as a possible inducement to his converts to face the same.

But, when all allowance is made for the weakness of the flesh, it is certain that this does not account for all. For one thing, the Church authorities are now making determined efforts and issuing confident anticipations of being able to offer at least a minimum subsistence wage to all. But, apart from all this, it is false to suppose that the young man with high ideals is, at the age of twenty-three or twenty-four, thinking much of ultimate prospects or even of the need of providing for a wife. If matrimony is his main and immediate object, he had certainly better look to some other calling. The sort of youth who is wanted for the ministry is the one who is thinking mainly of his true calling, of realizing the best that is in him, of finding the one absorbing pursuit that is after his own heart. If he feels called to the sacred ministry, it will need a prospect of very rigorous poverty to deter him.

The truth is that the clerical mind is felt to be too specialized a thing, and the paths of clerical thought to lie too far off the highway of human thought to-day. The deterrent may act on our young man in various ways. He may actually have studied theology and found himself unable to accept its conclusions. Or he may have found something like a philosophy of life, which he believes to be incon-

sistent with orthodox Christianity. Or he may vaguely have become accustomed to the idea that Biblical truth, as formerly understood, is now a discredited thing; that clerics and ministers are persons who commit themselves to strange riddles and antiquated formulae, such as are to be found in the Athanasian Creed and the Thirty-nine Articles, or, it may be, the Westminster Confession or the Shorter Catechism. Anyhow, he is clear that they are people of a different way of thinking from that of himself; and so the sort of office which is theirs, with its close connexion with humanity and human interest, never presents itself as a thing which lies within his capacities. If his enthusiasm be great enough, he betakes himself to secular settlements or workers' educational societies, or tries to find in idealistic politics the satisfaction of that hunger and thirst for righteousness which is one sign of the true aspirant to the Kingdom of Heaven and should be the chief qualification of that organized society which professes to promote the things of the Kingdom.

But no one who cares for the spiritual welfare of man or believes that an eternal and immaterial order underlies the changes and chances, the illusions and futilities, the grossness and monotony of mortal life, can permanently acquiesce in this state of things. We are all certain that, however thought may develop and change, the great movements that have been the life of humanity have not spent their force; that Christian truth, far from being exhausted, has in some respects only just begun to be realized. It is true that from the first the Christian message warned all men that the gate was narrow and that a minority only would find its way through. But it is one thing for the gate to be narrow in the sense that it is too difficult for any but a wholly chastened nature to find admittance, another in the sense that it can only admit of a narrowed range of thought and sympathy.

"A highway shall be there"—not a by-path or an obscure woodland-track. But once the narrow gate of self-devotion and self-denial has been entered, it must be a broad way, broad enough to contain the full caravan of human progress in its pilgrimage towards goodness and truth. This is the only prospect that can enlist the sympathy and enthusiasm of the "generous youth" and prevent him from drifting into occupations for which he has no call, because the true pastoral vocation is denied to him.

The basis of religious success must always be the union of heart and head. If the former seems the most important, it is certain that intellect must always be there in its controlling and critical function. At present the churches suffer from one-sidedness in this respect, as is proved by the latest practice of the pulpit. Many preachers unmistakably show what they have learned as chaplains in the trenches. The method of address is direct, frank, and popular. The "Oxford manner" is going. They have learned that the only way to reach the plain man is to study his sympathies, his methods of thought, even his language and diction. The extremest form of this is the "Woodbine Willie" method. That is, to talk Tommy's slang with a Tommy accent, and make your congregation titter for ten minutes at the jokes which a Tommy loves, then strike home in another ten minutes of seriousness.

But there is not enough depth in the "Woodbine Willie" method. There is too much of the desperate "catch-on-somehow" manner in it—the only way, no doubt, behind the trenches, but normal times need something more. It is not necessary now to ask people to sit for long hours listening to a discussion on supralapsarianism and sublapsarianism; they do not ask it even in Scotland. But one sometimes envies the spirit that called for such discussion. There are plenty of hard problems that call for a treatment equally thorough, equally logical, equally determined. There are plenty of people who are in a mood to hear them discussed when they feel that there is a man who is capable of the task. We can find the men if the real opportunity offers—men who will shrink neither from the horrors of the slum nor the darkness of metaphysical tangle, because of

the Light that shines through both—through to the inmost soul of them. Only they must not be deterred by the shibboleths of a flabby ecclesiasticism nor by hollow formulae which served their turn in the dilemmas that led to the Elizabethan compromise and can serve no other turn whatever. When these are no more, we may, without apology, be able to say to the sort of boy whom we are contemplating, "Have you ever thought of the Ministry—the Church?"

JOHN PERCIVAL, SCHOOLMASTER.*

By ONE WHO KNEW HIM.

OUT of the fifteen chapters of this book only the second, third, and fourth are concerned with Percival's work as a teacher at Clifton, Oxford, or Rugby. Chapters VII and XI describe his work and views on National Education. These latter chapters are of great historical interest; and they also contain clear statements of educational principles and methods, not yet fully adopted, and are of special value to us to-day.

It may be said at once that it was not as a great scholar or teacher in any special subject that Percival was eminent. He did not teach classics like Kennedy of Shrewsbury, or literature like Bradley of Marlborough. The teacher will get few wrinkles as to method from this biography. Nor will he learn much from it as to the organization and working of a great public school. The interest and stimulus of this "Life of Bishop Percival" lie not so much in detailing what he did, or how he did it, as in what he was. And to say this is to give very high praise to the biographer. Stanley's "Life of Arnold" lives still because Stanley was built in the same mould as Arnold, and felt what Arnold was. William Temple has completely suppressed himself; but the picture he has painted of Percival shows his own quality.

It is, of course, impossible in a brief review to bring out the powerful and penetrating influence of this great and single-minded man, John Percival. He was essentially prophetic and architectonic—prophetic, seeing the present not, as most of us do, against the background of its own crude past, but against a vision of a realizable future; a prophet and a pioneer; and also architectonic, and, when he had a free hand, a builder.

We have called him a prophet. He was so not only as a preacher, but always. He was one of those men whose words somehow rang true in the ears of the not naturally religious boy, and enlisted him on the side of right, of public spirit, of purity, of large-heartedness and courage, of virtues which appeal to a boy. It was the personality behind the words which told.

Perhaps the impression of his personality is best given by Sir Henry Newbolt, in his schoolboy novel "The Twynams." He is there manifestly describing Percival in the pulpit (page 21).

His eloquence was eloquence only to those who heard it. His thought was clear rather than rich, forcible rather than subtle: it was expressed in language which had no special beauty of its own. . . . Percy could never afterwards read a line of these brief and unadorned utterances without seeing instantly and with the clearness of life the tall spare figure, the chiselled face, with its lofty and remote air, saved from too dominant an austerity by the grace of the slightly stooping head; or without hearing again in every sentence the lingering north-country accent that gave so curious a distinction to the voice, and the unconscious melancholy cadence that softened its strenuousness with a grave beauty of resignation.

Canon Wilson, his successor at Clifton, in the sermon preached in the College Chapel on the Sunday after Perci-

* "Life of Bishop Percival," by William Temple. 18s. net. Macmillan. 1921.

val's death, used some words about him which might well form the ideal of every teacher as he looks at his class.

To awaken every one of the young souls before him to their possibilities as children of God, born with the very life of God in them, born to be God's fellow-workers in the creation of a society of high ideals, was not only from the first his aim, but it was his conviction that it was attainable. And his conviction was so strong and contagious that he attained it in a degree to which, in schools, I know no parallel. He made immense demands on human nature, on both masters and boys; nothing seemed too much to ask or to give.

Percival was also a pioneer. Life is so full and memories so short that probably few of our readers know that "that dangerous novelty"—the higher education of women—was due largely to Dr. Percival. He was the first president of Somerville College, Oxford. He had also, in 1872, pressed upon the colleges at Oxford and Cambridge the need of a close connexion between the universities and great towns—an idea which at that time was a startling novelty; and in 1876, through his strenuous exertions, Bristol became the first town in England to possess a university college, at first closely linked to Oxford, open to men and women alike. The example of Bristol was soon followed; university colleges were multiplied, and the university colleges have developed into independent universities at Bristol and elsewhere, as we all know. Adult education has made great advances. But Percival was the pioneer who had both the clear vision and the practical capacity for getting it partly realized.

In another great educational movement Percival was an early and active worker. The University Extension movement was set on foot by James Stuart at Cambridge; but Percival was the leader of a small band who promptly developed it at Oxford. This generation can scarcely realize how much closer the link between the universities and the great towns has become in the last forty years; and what new vistas of adult education, widespread through the ranks of labour, have been thus opened.

In his old age (for, after resigning his bishopric, he died at the ripe age of eighty-four) he could look back and see that much of what he had striven for was in some degree being realized; but the persistence of small and sectional ideals in education, the absorbing pursuit and misuse of wealth, the lack of true leadership and true loyalty in the democracy he loved, the horrors of the war, and grievous family bereavements, saddened his later years. Perhaps his most abiding sorrow was in the spectacle of the harm which a section of the Church he loved so much seemed to him to be doing to religious life in England by its lack of intelligent sympathy with their fellow-Christians.

The book will repay a second and third reading. Every teacher will rise from its perusal with an enhanced sense of the value and dignity of his work, and of the possibilities before us as a nation when we are far-sighted enough to avail ourselves of them.

SCHOOLS OF YESTERDAY AND TO-DAY.

By ALICE M. SHERWEN.

THE old school was a workshop into which men were beaten into shape, the new is a garden for the free growth of a human being. The old produced a type, the new cherishes the individual. The old kept its eyes ever turned to the past, the new hears the distant tramp of a greater race. We are living in a period of transition. It is possible to see the very hands of the clock moving on-wards, to watch with our own eyes the passing of the old order, the dawning light of the new.

It may be seen in our schools in England to-day—the great public schools, whom love of old tradition ever urges to grasp with straining hands the skirts of progress, if they

may but stay her flying feet; schools who look back into the past, and, hugging the shore, shrink from sailing out on to the untracked seas of God; and again, in strong contrast, schools who are moving on-wards, groping after the meaning of true freedom, searching patiently for the soil and the water which will foster the highest development of each individual human plant, hesitating, with pruning knife in hand, watching, and waiting.

In my work I moved from the one type to the other, studying, comparing. After several years spent in preparatory schools which are run by public-school men and feed the public schools, I moved to B., a co-educational boarding school for children up to university age, and one of the most modern and enlightened places of education in England. Later an excellent opportunity offered of working for a time at A., a fine public school for boys, which in many ways occupies an intermediate place between the old public schools and B. I was at once struck with the wide scope which A. offered for individual development, and by the absence of that narrow dictatorial spirit which is for ever saying to boys, "This is the way, walk ye in it"—the spirit by which many a school, in the name of "duty" or "public spirit" or "what is done *here*," manages to cramp successfully into its own little cast-iron mould the infinite potentialities of an unfolding human soul. A boy might even go on the river and read a book while a match was in progress without being considered outside the pale of civilized society. The many hours of free time, the study system, the number of periods in the week which the older boys might devote to private work, the choice of subjects allowed them, the friendly relations existing between staff and boys, the freedom of speech with which the boys honoured the head master himself, the absence of the tyranny of athleticism in the school—all signs of the liberal spirit which is the outstanding feature of modern education.

Plenty of fresh air, beautiful surroundings, wide opportunities for a full and varied life, for the development of mind and body, and much freedom both in thought and activity—these were common to both schools of which I am speaking. But it was not long before I began to see that there was a fundamental difference between them. At B. the spirit of freedom is carried further; it is not only the guiding principle of those in authority, but it is more widely accepted, and its significance more clearly understood among the boys and girls themselves. Life at A. is passing down a broad and well-trodden road; at B. it is wandering over a wide plain—to find oneself.

What ultimately underlies the life at B. is the realization that it is the human ego and its development which matters, and that class distinctions, such as those of sex or sect, are not vital, and indeed may become iron chains, hindering free and full development, the rising of the spirit towards that perfection which is its ultimate reality, if too much stress is laid upon them. This great underlying principle shows itself in various aspects of the school life:—

(1) Boys and girls are brought up together naturally and freely, as a community of human beings, sharing a life full of interests and varied opportunities. Stress is laid on their common humanity, not on sex difference, as at monastic schools or at co-educational schools where there is no true freedom, the mixing of the girls and boys being at one time artificially produced, and at another artificially restricted.

(2) The children come into free and more or less close contact with a large number of widely differing personalities, with men and women with many varied opinions and points of view. They are encouraged to think for themselves, to rely on their own inborn sense of truth, not to accept without question the opinions of an older person simply because he is older.

I would say in passing, however, that I saw enough to convince me that the over-stimulation of the critical faculty at an early age is fraught with great danger. To encourage a child to think that with his small experience he is competent to pass summary sentences on whatever ideas are presented to him—the fruit, it may be, of the labours and

striving of a lifetime—is simply to put obstacles in the path of his development. To be more concerned to criticize than to learn is likely to lead to a materialistic attitude towards life, to a curious narrowness of outlook. Criticism belongs rightly to a later stage; it may give a clearer, sharper outline to truth already perceived, but it is by *aspiration* that we grow. It is in moments when the mind is stilled and, unaware, is carried far beyond its own narrow limits on the wings of wonder and reverence, that a wider horizon breaks through the mist. These are the true milestones of life.

(3) The school is non-sectarian. The dust of ready-made dogma, ceremonial, the dangerous possibility of taking shadow for substance, which is frequently the penalty for sheltering oneself behind a great name before ever one has aspired after and in some measure attained to the reality for which it stands, the self-complacency of "Abraham's children"—these would seem often to choke true spiritual development, to prevent rather than help people to realize that attitude towards life which we call religion.

(4) There is a strong republican spirit in B. Any member of the staff—left perfectly free by the head master to adopt his own methods, make his own experiments, and to choose (within broad limits) his own line of work—will receive little respect from the children simply because he is a member of the staff. He must make his place with them by sheer force of character and honesty and kindness of purpose, but if he attempts to force matters by high-handed, autocratic methods, he will quite certainly fail. If, however, the children see that he means to play fair by them, they will play fair by him; he is not regarded as a natural enemy to be outwitted if possible, but simply as a member of the community who stands or falls on his own merits.

And what is the result? The average boy or girl who goes out into the world after having been educated at B. has a wide outlook and is tolerant and self-reliant. He has a certain tendency to look deeper than appearance and to search for reality, he is not one to be brow-beaten by authority or convention. Finally, his attitude to women and to many questions of vital importance is fundamentally different from that of the average public-school boy.

My subsequent experience of the school A., delightful in many ways, was the means of giving me clearer conception of the principles for which B. stands, and which make life there a wonderfully enlightening experience for any boy or girl, and indeed for any man or woman.

I found that the boys of A., although freer from the tyranny of tradition than are most public-school boys, were still exceedingly conservative, strongly opposed to anything new; new ways, new thoughts, new individualities roused in them a sort of righteous indignation. Unthinking resentment at some small breach of loyalty to custom (trivialities which a boy, with his work, hobbies, games, and wide future before him, should consider it beneath him to notice and discuss) would frequently blind them to the claim of the big things of life—courtesy, kindness, and fair-dealing.

I found also that, like many other people, they had a strong tendency to imprison individuals within the cage of a class of some kind. One day two boys of fifteen solemnly interviewed me.

"Are you a schoolmistress?" they began.

"No," I replied.

"What are you then?"

"I am myself."

"No," they objected; "while you are teaching in a school you are a schoolmistress. And you don't look like a schoolmistress, and you don't dress like a schoolmistress, and you don't talk like a schoolmistress; and it's *all wrong*."

And with this they took their departure more in sorrow than in anger. Like the majority, they did not seem to have grasped the fact that if a man's life is to be worth its utmost to himself and the community in which he lives, he must be true to the light that is within him as a separate individual.

These two characteristics were largely absent from the community at B.—a sign of a wider outlook upon life and

deeper realization of the meaning and significance of true freedom. I believe this to be the fundamental difference between the two schools. There was in both of them, and indeed there is almost everywhere, a growing tendency for children to show great disinclination to work hard at any subject which does not make an immediate appeal or promise some obvious material advantage for the future. With regard to this, as in so many things, the tone of a school is all important, and one wonders whether a more honest attitude towards work could not become customary. Could not boys who receive so much consideration and have so much pleasure in freedom in their lives learn to take a share of hard work as much for granted as other members of the community?

Times have changed. Schools are no longer the prisons of bygone days where boys had to break through regulations when they could almost in self-defence, schoolmasters are no longer tyrants to be outwitted when possible, but friends. Lessons—in competent hands—are no longer dull and profitless "tasks." But tradition dies hard among boys, and in the majority there appears to linger, even now, some relic of feelings, a groundless survival of the dark ages of education, which still affects their attitude to work and to class—"discipline."

Owing to the democratic spirit so characteristic of B., I found it comparatively easy to run all my classes there without resorting to punishment, rousing instead a spirit of co-operation, in which each worked and controlled himself for the good of the whole form.

At A. it was much more difficult to do this owing to the fact that the boys had, as it were, been brought up on the punishment system, and took penalties as much for granted as any other regularly recurring incident in their lives. Their attitude to punishment was in itself extremely significant. They preferred to have punishments in moderation for two reasons—(1) Because a teacher who did not give them was not true to type, but was no doubt a faddist with a system, one who had taken a vow, which he must at all costs be made to break; (2) Because punishments are due payment for transgressions, and relieve one of all personal responsibility for one's behaviour in class, and a teacher armed with them is fair game for attack.

I believe the tone in schools generally would be far higher than it is at present if systematized punishments, with their constant appeal to a rather low form of self-interest, and the consequent blunting of the moral sense, were almost entirely abolished.

Seeing that until very recently the education of the boys at A. had been entirely in the hands of men, it was interesting to notice their attitude to a well qualified woman who had come to teach them for a time. One found that one was considerably hampered in one's work by having to contend against strong prejudice—a prejudice not anticipated, and the nature of which one gradually realized as the weeks went by.

Its key-note was lack of faith in a woman and all her works, whatever her experience and intellectual achievements. The majority of the boys were evidently firmly rooted in the conviction that a woman was necessarily inferior to a man. The Sixth Form, however, with only a few exceptions, showed themselves broadminded enough to be ready to give an individual woman a fair chance and to judge her on her own merits. On the other hand, their outlook was on a world of men and boys, and they regarded women as an accessory—an accessory with a "sphere."

That boys should take up this attitude is not surprising when one considers that the large majority of men and women, even the most enlightened, consciously or unconsciously, hold the same view, though they might not care to admit it. There is some truth in what they think. Ages of cramped environment, oppression, and adverse mental suggestion from babyhood have done their work to the detriment not of women only, but, in consequence, of the whole race. (The insight I have been able to obtain into the early-Victorian or rather medieval conditions of life for

women in Portugal, and into the harem system of Egypt, has been peculiarly enlightening in this connexion.)

If one holds the generally accepted view that men and women are spiritual beings travelling the same upward path towards perfection, it follows that each individual should have full freedom for development, and that all should be judged on their merits, spiritually, intellectually, and physically, irrespective of sex.

It would certainly be a step in advance if some work in boys' schools were taken, as a matter of course, by well-qualified women. Even if a boy is taught by women in his earlier years, on the proud day that he goes to a public school and finds that the sex have totally disappeared, the sole survivor being the matron (whom convention for some unexplained reason permits), armed with darning needle and medicine bottle, he will at once, unconsciously perhaps, but none the less surely, class women among the childish things that, now that he has become a man, he has put away.

In cases too when boys come from homes which are not all they might be, it seems a pity that they should not have the opportunity to meet women with different ideals as well as men.

I believe that the high principle which a boy begins to build into his life at a really good school would obtain a deeper hold on his consciousness if he were being brought into contact with both sexes instead of one. He learns the meaning of honour, for instance, but so often, as his later life shows, honour with him is but honour in his dealings with men. An ideal such as that is apt to degenerate into a mere convention, if it does not permeate the consciousness sufficiently to influence his attitude towards all human beings.

Just as in later years to mix with none but members of one's own sex unbalances and impoverishes the life of any normally constituted individual, it would seem as if a co-educational school should give a richer experience and be a better preparation for the future than those in which boys and girls are brought up separately.

While the monastic system of education appears to lead to a somewhat onesided outlook on life and to breed a sense of division between the sexes when the ideal is unity, I believe it to be responsible for a great deal of unhappiness and bitter disappointment. Boys and girls are quick to react to the mental suggestions of their elders, and when these quite evidently put intercourse with their fellow beings, who happen to belong to the opposite sex, in the same category as smoking, the result can scarcely be good. Finally, at a critical age, when natural attraction is strong, they are turned out into the world to seek each other, a vain dream their guide, in place of that sound basis of experience which makes shadows known for what they are.

Institutions such as the monastic type of school, which by sex segregation lay emphasis on the fact of sex difference above everything else, belong to the past, and will become gradually rarer as the race advances in spiritual development, and men and women stand side by side, fellow workers united by the bond of a mighty purpose, fellow travellers with eyes lit by the vision of unscaled heights ahead.

REMINISCENCES OF AN EX-HEAD MASTER.

By "RUDE DONATUS."

III.

OF GOVERNING BODIES.

WHAT a delusive picture the words suggest! They are not "bodies" and they do not "govern." And yet, stay a moment and consider this, for it is only under certain conditions that this is true. What may be said with assurance is that *if* they govern, there is chaos among the governed. Are they then of no use? Of many uses. First, there is

the British public, and they love a lord. Secondly, they are something to fall back upon in correspondence. Thirdly, they generally possess one or two useful members. Fourthly, they are a picturesque field for the exercise of a head master's capacity for tact. It is an exhilarating moment when a head master is present at one of the meetings of The August. Experience has taught him some things: and amongst them this—that it is futile to attempt anything important without having settled it, or the major portion, out of court. For with whom has he to deal? A curious medley—an *olla podrida* lot—each one very important and the more so in proportion to his inefficiency and ignorance of school politics. Undoubtedly the assemblage must be sure, at the end, that they have fulfilled the whole duty of governors, and the head master's policy is to guide and lead while he poses as the led. The voice is Jacob's voice, but the hands are those of Esau. You may apply the words whichever way you will. At a head master's outset he may well consult them upon little things. His Governors will think them great. By such means he builds a structure of confidence. It may be accepted as axiomatic that the majority are figureheads, public-catching, Mrs. Grundy-satisfying. Such must never be bounced, but listened to whenever they seem likely to "take a line"—which is almost never—and the points made or muddled carefully noted, quoted, and discreetly disregarded. The majority will be quite satisfied and go away certain that their advice, and theirs only, has been accepted. By the next meeting they will have forgotten what they said. For how should they act or think otherwise? Are they not bishops, deans, lords-lieutenant, noble lords, members of Parliament, or the like? What can they know? They have, or think they have, no time: at all events they have no knowledge, no training such as is required, and little or no inclination to dig into the "why" and the "wherefore." They have the minutes sent them: these they read *en route*, and misunderstand. "What have you important for us to-day?" and, *sotto voce*, "Can I catch the early train?" "Just give me a hint what you want." And so the school world wags. But it is not all easy: it can't be achieved in a day: the idiosyncrasies are most desirable to remember. Have you an "old boy" among the numbers? Recollect at what period he was at school and let him quote what "we did." Have you a hard-headed business man who wants everything clear cut and short? It is the head master's business to cut things clear. Have you a bishop, who is utterly well disposed to you, but a little doubtful about the trend of things, which may seem to be going away from strictly Church lines? It is the tact of the head master alone which can satisfy doubt. Have you a financier on your governing body? Ah! such a one may be a very great help and a very great hindrance. *Aut grande bonum est aut grande malum.* School finance is a world of itself. Introduce, let us say, the politics of company promoting into school finance and you are asking for trouble indeed. To begin with, every school should be in debt or not afraid of going into debt.

It is not often understood, until a real trial has been made, what banks will do under pressure—especially if there be a choice of banks—or, failing them, what an insurance office will venture. *Experto crede.* And, after all, the risk connected with a respectable school is almost nil. Buildings, playing fields, funded property (even though there be not much of it), a balance sheet showing a substantial profit for the last three years, a considerable entry list of prospective boys. Have you at any time money on deposit in the bank? Approach the bank, and suggest that they lend you a substantial sum. If a difficulty seems likely, withdraw all deposits, reduce any floating balance to a minimum, and declare that your future policy will be to keep the smallest of margins, and you will probably find that the bank sees reason. If not, go to the other bank, and be quite sure that a big school's finances (for house masters and others will follow the lead for convenience sake) are far too good an asset for anyone to let slip. When, then, a head master has proved himself a success educationally, he can begin to push his Governors quietly along the desirable road of extensive borrowing. The great

thing is to be bold enough: to have faith, to know what you want, and go for it. You say to yourself: "A. thinks himself a bit too clever; B. is a half-hearted man who can never undertake any responsibility unless well backed, and it is my business to back him." Also you may be sure that in any company of men the majority are ignorant. It is these who should be as wax in your hands. But you must lay the ground bait; you must be astute enough to cloud your own action lest it be too dictatorial; and you must never be afraid. Go for big things, and refuse to have your school hampered by the bogey of debt. And yet there will come times when you do not seem to be going to win out with your Governors. Never lose heart—crack a joke: always give the appearance of winning. Even if you do lose, lose smiling, and pretend that you have won. At the next attempt you will win.

And at what time in the meeting will it be to your advantage to have any big proposal brought forward? It is a nice point, and no one can dogmatize upon it. Probably it should not come in the middle of a meeting; it is better either at the beginning or towards the end. It depends upon your preparation beforehand. Either have it at such a time that there is a good deal to be done after it, and so prevent undue discussion, or—if you know your Governors, or most of them, well, and if you are trusted—you may risk it at the end. "Well, Mr. Headmaster, time is getting on. I have no doubt you have thought it all out, and there does not seem any very great difficulty. I think, gentlemen, we may proceed to voting." ("And," as some of them will say to themselves, "to luncheon.")

UNIVERSITIES AND SCHOOLS.

WALES.

The Welsh Department have, it seems, resolved to put an end for the present to free secondary education in Wales, for it is only upon this assumption that we can explain the communication which they have forwarded to the Education Committee of Merthyr Tydfil. This authority may justly be regarded as the pioneer of free secondary education in Wales by the establishment of the Cyfarthfa Castle School as a free school, and it was they who set the example which was subsequently followed by Glamorgan, Monmouth, and Swansea. It is therefore an interesting coincidence that Merthyr should be the first education authority in Wales to come into conflict with the Board on the question of free secondary education. The new school at Quaker's Yard will only be recognized on condition that fees of from £4 to £6 be charged, and that all new pupils at the other secondary school be charged similar fees. Further, they insist on raising the fee of £3 at the intermediate school in the same borough. The Board of Education, therefore, apparently have embarked upon a policy of restricting secondary education to those pupils who are able to contribute something towards its cost—under present conditions only a minority—and the only exceptions will be those boys and girls who are successful in entering under the "free place" system. If the same principle is applied to Glamorgan and Monmouth it will inevitably affect very seriously their whole system of secondary education, for it was clear that all further extensions of educational facilities in these counties were to be based on schools in which no fees were charged. The Merthyr authority have resolved to send a deputation to the Welsh Department to discuss the new situation, and its result will be watched with interest.

The Board of Education, in pursuance of their policy of economy, have insisted on the closing of some evening classes in Breconshire, and there has naturally been an outcry against this action, especially in the rural areas.

At a conference between the primary and secondary teachers in the same county, an attempt was made to co-ordinate more closely the work in the upper standards in the elementary schools with that in the lower forms of the secondary schools, and a somewhat detailed syllabus for the ordinary entrance examination to the secondary school was drawn up. It was intended that the upper standards in the elementary schools should mainly devote themselves to it. We have heard a great deal in recent educational discussions in Wales of the importance of proper co-ordination between the work of the elementary and secondary schools, but we

are of opinion that there is a tendency to exaggerate it, for the work in the lower forms of the latter is not, except in a very minor degree, a continuation and extension of that in the upper standards of the primary schools. The great majority of the pupils in the secondary schools are required to embark upon a whole range of subjects in which the primary schools give no previous training, and therefore it is far more important that the new pupils should have acquired a habit of learning than that they should attempt to reach a somewhat advanced stage of proficiency in one or two subjects like arithmetic or geography. On the other hand, inasmuch as the courses in the university are very largely an extension and continuation of the course followed in the secondary schools, it is essential that there should be a proper understanding between the university and the schools. Much of the criticisms of recent years of the work of the school on the part of the university is due to the failure to appreciate this fact. Fortunately, however, the establishment of the secondary schools committee and similar bodies has tended to produce a far better understanding of the problem of co-ordination in Wales.

SCOTLAND.

The mental fare provided for those members of the Educational Institute who journeyed to Dundee at the New Year time for the annual congress was somewhat heterogeneous. Mr. Blackwood, the president, who is a Dundee head master, opened with an excellent topical address on the Geddes Committee's threat to educational efficiency and on the Department's recent circular. Then, having passed a resolution of protest on the motion of ex-President Dickson, the congress proceeded to forget Sir Eric, in discussing the League of Nations, psychoanalysis, the relation of the secondary school to the university and of the Education Department to both, and self-government for teachers and for pupils. When the weather permitted, the visitors did their best to avail themselves of the varied entertainment which the local committee had provided for their delectation in the best tradition of pre-war congresses. Altogether the congress season was a success.

The most interesting feature of the congress was the twofold discussion on self-government. It is significant of Scotland's backwardness in respect of pupil self-government that Miss Tweedie, in dealing with that subject, spoke mainly of the views and experiments of the extremer exponents of the cult in England, and had little to say about the more humble attempts of ordinary teachers. The fact is that the Scottish temperament and the Scottish educational system incline to an over-rigidity that is not favourable to school experiments of any kind and that is specially unfavourable to attempts to give any great measure of freedom to the pupils. It is doubtful whether the interesting speech of Mr. A. S. Neill, whose presence gave zest to the discussion, made many converts to the new ideals. His confession that he and his fellows of the freedom movement do not know what goal they are making for was not likely to inspire confidence in an audience of canny Scots. There was more sense of reality in the treatment of professional self-government by Mr. Hugh Guthrie. Scottish teachers already enjoy a considerable degree of self-government and have very definite convictions regarding the need for more. The subject, moreover, has been frequently discussed in recent times, more especially by Dr. Boyd, last year's president. Mr. Guthrie, therefore, spoke to a meeting ready to hear and to appreciate. Very properly, he insisted that the claim to be a self-governing profession implied clear ideas on educational policy on the part of teachers. That, he maintained, could only be got by making the council and the annual meeting of the Institute more capable business bodies, and, with a view to this, he propounded an elaborate scheme for the institution of a small executive council of delegates in constant touch with delegate meetings of the local branches. His proposal, in effect, was that the Institute, to secure greater freedom, should organize itself on a trade union basis. He did not say so in so many words, but that that was in his mind was evident from the veiled advocacy of an alliance of the Institute with the Labour Party as the one party in sympathy with the self-government ideals. Mr. Guthrie's point of view is typical of an active group of teachers in the industrial districts, especially in the south-west of Scotland. It will be interesting to see what support it gets outside these districts when the matter comes up for consideration in the branches in the course of the year.

Circular 44 was hailed with general approval on its first appearance, but the chorus of criticism has been steadily increasing and growing stronger, until it has become rare to hear a good word said about it. The section relating to the abolition

Second
Thoughts on
Circular 44.

of the present qualifying examination, however, is generally accepted as on sound lines, everybody being agreed that the time has come when the selection of primary pupils for advanced instruction should be made jointly by the teachers who have taught them and the teachers who are to teach them. The part of the Circular which has been condemned by most teachers, as well as by executive officers of standing, like Dr. Third, of Ayrshire, is that which relates to the segregation of post-primary pupils into secondary and non-secondary groups. There is a suspicion that behind this proposal is an attempt at economy. As Mr. Blackwood said in his presidential address at Dundee, it is not clear whether the new scheme is a gift from the gods or from Sir Eric Geddes. It is certainly possible to read the Circular as meaning that secondary education is to be confined to those pupils who, at the age of twelve, undertake to go through a five or six years' course of study. In that case the very considerable number of pupils who take the Intermediate Certificate and go no further might be reduced to non-secondary status and be taught in larger classes by teachers with lower qualifications. Apart from this, there is genuine alarm at the prospect of the present supplementary courses getting a fresh lease of life under a new name. The Circular suggests non-secondary courses carried on for three school years and a year at the continuation classes; but, seeing that there is no likelihood of the extension of the school age or of the institution of proper continuation classes for many years to come, the only way in which effect could be given to this proposal would be the conversion of many of the existing intermediate courses into extended supplementary courses. In that case the stigma attaching to the supplementary classes would be attached to the non-secondary classes right away. Nothing did so much to depreciate the former as the practice of teachers who made them a dumping ground for the less capable pupils. The Circular, by suggesting a similar function for the new type of courses, has made the transfer of the evil reputation only too sure.

The Glasgow education authority, breaking new ground, has instituted a movement for the discouragement of bad language in the streets and elsewhere. A card of appropriate exhortations on the subject is to be put in the hands of all scholars in the qualifying class and in the classes above it, with a pledge for signature to the effect that: "I am resolved always to use clean language in speech and writing, and I will try to discourage the use of bad language among my companions at work or play." All good citizens will extend their best wishes to any measures making for cleaner and more restrained speech on the part of young people. But it is doubtful whether the Glasgow authority is likely to do much good by the plan it has adopted. It is a curious illustration of the "shall" and "will" confusion among Scots that the pledge as first presented to the authority was worded: "I shall try." The fact that a blunder so obvious had escaped the notice of the committee preparing the pledge as well as of the several head masters whom they consulted, naturally provoked scoffing comment on the part of the local press. The more serious question it raises is whether if the school methods of teaching grammar so completely fail that the very teachers err the not very different method of general exhortation is likely to have any better effect in regard to objectionable language.

IRELAND.

Magnus ab integro nascitur ordo. When the Dail Eireann, on January 7, and the Parliament of Southern Ireland, on January 14, approved the treaty agreed upon between Mr. Lloyd George and the representatives of the English Ministry on the one hand, and Mr. Griffith and the Irish representatives on the other, the Legislative Union between Great Britain and Ireland came to an end, and Ireland was divided into two sections, one consisting of the six north-eastern counties with a Home Rule Parliament set up by the Act of 1920 and still connected with Great Britain by legislative representatives at Westminster, and the other consisting of the remaining twenty-six counties under the designation of the Irish Free State and with practically the status of a self-governing dominion within the British Empire, but with no representation at Westminster. This Free State has now a Provisional Government with full control of education. Further, by the Act of 1920, on February 1 all the education boards in Ireland come automatically to an end, and the Northern Parliament takes full control of education in the six counties of Ulster. Arrangements have been made for the intermediate system to continue until the examinations next June have been held, but what will be the educational system in operation after next summer is quite uncertain. Irish education has long been in need of drastic reform, and will now, no doubt, get it; but *festina lente* is a good motto, and it would

be well if the present intermediate system should be continued even for another year rather than that changes should be made without due consideration. Every one is agreed, however, on one reform; and the finance of secondary education requires immediate assistance. This can be provided for by temporary relief pending the larger measures of educational improvement. There have been several inquiries into various sides of Irish education in recent years, and the Provisional Government would do well to appoint a representative committee to consider their reports and to co-ordinate their suggestions. The Dail Eireann, through its Minister of Education, appointed a commission about a year ago, but it was only representative of one side, and the present Provisional Government, which is likely to develop into a permanent Government, represents the country as a whole and should therefore appoint a committee representing the whole Irish Free State.

The Dail Eireann Commission has published draft programmes for secondary-school subjects and certain suggestions for secondary education, which are likely to meet with general approval, as they are based on sound educational principles, but they recognize that their work is only provisional and have nothing to say to the general organization or financial basis of education as a whole, and without this foundation no permanent progress is possible. The draft programmes published deal with (1) Irish, English, and other modern languages; (2) mathematics, science, manual training, and agriculture; (3) classics; (4) history and geography, economics and sociology; (5) art; and (6) music.

The attitude of Trinity College to the proposed political settlement has always aroused great interest. It was made quite clear by a resolution adopted by the Board of the College before Christmas, supporting the terms suggested for the settlement of the future government of Ireland. It stated that "the true interest of Trinity College can only be furthered by Irish peace; and in the building up of happier conditions in Ireland the Board of Trinity College believes that Trinity men should take an active and sympathetic part." Similarly, at the meeting of the Southern Parliament on January 14, Prof. Thrift, one of the four members for Trinity, speaking after Mr. Griffith, said that they took their stand on a common basis with the rest of the Irish Free State and would work together for its common good.

The scale of payments made in December by the Intermediate Board to the schools, on the results of the examinations held last year, was as follows:—
For a pass in the junior grade, £4. 7s.; in the middle grade, £6. 10s. 6d.; and in the senior grade, £9. 15s. 9d.; for a pass with honours in the junior grade, £6. 10s. 6d.; in the middle grade, £9. 15s. 9d.; and in the senior grade, £14. 13s. 7½d.; and for a rise from pass to honours in the junior grade, £2. 3s. 6d.; in the middle grade, £3. 5s. 3d.; and in the senior grade, £4. 17s. 10½d. Whatever else is changed in the near future, this method of payment by results of examinations should disappear. It is inherently faulty, and has not had even the merit of consistency in recent years, the unit never remaining the same from one year to another.

PRIMARY SCHOOL NOTES.

The Effects of a Salary "Cut."

A REDUCTION in the Burnham scales of salary would liberate teachers from their undertaking to observe the period of truce, and this freedom of professional action would, under certain conditions, prove very effective. There are areas where the national minimum scale of salaries still prevails, and a diminution of this scale would rapidly drive teachers away from the districts concerned. If teachers decided to set up a boycott in any area it would be a difficult matter to maintain an effective school service therein. Teachers possess a great influence upon the supply of recruits to the profession, and this factor would be strengthened by the support of parents who had been induced to send their children for training as teachers on the strength of the acceptance by the Board of Education of the Burnham scales. An agreement among teachers to refrain rigidly from performing voluntary duties would cause enormous inconvenience and financial loss. In this connexion may be mentioned only two institutions which have arisen during and since the war—the administration of War Savings Associations and Juvenile Unemployment bureaux. The greatest danger to the State would be the temptation of teachers to engage in political action as a means of redress. Such a movement would be the more effective since it could be carried out on strictly constitutional lines.

(Continued on page 84.)

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THE introduction of the individual method of instruction appears to be making headway mainly in the infant and senior departments of primary schools. In the former case, it cannot be said that the experimental stage has yet been passed; in the latter, it has proved valuable chiefly in schools where there is an insufficiency of teaching staff. The moral aspects of the method are in course of development, and there is great professional interest as to the ultimate trend of the movement. The more general adoption of handwork in schools, which was so noticeable before 1914, appears to have suffered a set-back owing to the economy campaign. The building of manual centres has almost completely ceased, and existing centres are not always made full use of. The fact that woodwork and other handicraft subjects have little or no value as qualifications for winning secondary-school scholarships may have some influence in discouraging the teaching of handwork. At the same time it must be admitted that considerable sections of primary teachers have never recognized the exaggerated educational values claimed for various types of handwork.

The Outlook for the Year.

ALTHOUGH the immediate outlook for the primary schools is not bright, there are significant signs of progress. Those who would economize at any cost in national expenditure upon education have been so astounded by the volume of opposition that there is a growing tendency to discuss the problem dispassionately and with deliberation. Education, in fact, appears to have arrived at a stage of development when any substantial economies in the national system will need the approval of the electorate before they can be successfully introduced. Parents take a keener interest in the education of their children than in the majority of questions which politicians conceive to be of prime importance. The deepening of the trade depression has made many people consider, for the first time, the practical values of education; the lessening of the daily working hours has caused masters to exploit the scientific possibilities of education not only from the point of view of securing mechanical improvements, but of ascertaining the connexion between the output of workers well equipped by education and those who are not; the experience of the war has made parents so determined to secure continued education for their children that the cry for more secondary schools tends to increase rather than diminish. There are already signs that the teaching supply is improving so far as women are concerned; and perhaps the weakest point in our equipment is that men are not coming forward to fill the gaps in the teaching service. Notwithstanding the threat of drastic economies in the national service of education there is reason to believe that these will finally be reduced to non-essentials in the schools and the system which governs them. It is an axiom of civilization that the welfare of its children is the foundation of the State.

Teachers and Economy "Cuts."

THE unanimous determination of teachers to oppose reductions in salary scales is largely due to the endless procrastination which marked the action of the Government in dealing with the question in pre-war days. It is not realized so keenly by the general public as by those concerned with the administration of education, that immediately prior to the outbreak of the war, the decision to place teachers' salaries upon a satisfactory professional basis had already been taken by the Board of Education. Neglect of the question during the early years of the war served to accentuate the desperation of men and women who could not exist upon their scant remuneration. The successive delays in the application of the Burnham scales have been borne with ill-suppressed indignation, so that the crowning blow of an imminent further "cut" has set loose the long-accumulated anger of men and women who have borne unprecedented privations during a prolonged period of years.

National Union of Teachers.

THE arrangements for the Easter Conference of the N.U.T. at Torquay promise a very interesting meeting, and it is quite possible that decisions vital to education may have to be discussed. The subjects for the agenda indicate a growing catholicity of outlook upon education. The average teacher who successfully conducts the operations of a local war savings' association or a church bazaar, fails to understand why his presence upon a local education committee should be opposed. The claim for a share in the administration of education is growing in intensity. Other resolutions express disapproval of individual examination of young children, inspection of schools by bands of H.M. inspectors, and the appointment of specialist inspectors who stress unduly the importance of their solitary subjects.

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Date of Tale.
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II.

CLASSICS.

By S. E. WINBOLT, Christ's Hospital.

IN an article on the use of archaeological aids in schools contributed to *The Journal of Education* in December, 1919, I tried to illustrate the adaptation of the objective method to classical teaching, and pointed out—what after all is fairly obvious—the importance of the presentation of the thing itself because of the tendency of word symbols to become anæmic. With classical teachers the difficulties are of two kinds—where to get the material, and how to apply it; and it was to the latter of these that I mainly addressed myself.

In the present paper I venture to put before my fellow-teachers definite information about different classes of material. I assume—as I think one may safely do—that objective illustration, used with discretion and some sense of proportion, is of great benefit to classical teachers and learners. I happen to be full of this subject, having just returned from over four months of wanderings in France, Germany, Switzerland, and Italy, the sole object of which was to record for myself and others the kinds of facilities offered by continental museums. Though in my visits to museums I was tempted, often and sore, to enjoy more widely, I kept myself rigidly to this investigation: What service can this museum offer to the teaching of Greek and Roman classics in English schools? There are rich stores awaiting use; it is almost entirely a question of names, addresses, and prices, and such mundane matters. The very considerable amount of definite information I have collected I hope soon to reduce to book form; but meanwhile I trust much of the following may be useful.

I premise that there are two kinds of use that may be made of museum material: first, direct illustration—e.g. the use of a model or photograph of a catapult or a relief plan of Caesar's circumvallation of Alesia; and, second, the gradual cultivation of a sense of beauty, e.g. by the use of photographs, casts, &c., of ancient sculpture and other works of art. Neither of these may be neglected, though possibly (as Mrs. Arthur Strong kindly pointed out to me in a talk at the British School at Rome) the tendency in education is to underrate and neglect the latter. The appeal of ancient artistry in marble and bronze should be given free play, and casts and copies ought to be much more readily available in classrooms and corridors than they are.

Five groups of aids suggest themselves—first, pictures and photographs—by far the most easily obtained and handled, and very effective when the thing has been seen; second, models and casts, including coins, &c.; third, useful books (mainly for the teacher); fourth, the chief classical museums; and fifth, classical sites and buildings.

First: pictures and photographs. One need only refer to the British Museum's printed list of publications, the best thing of its kind issued by any museum in the world, but, for all that, not nearly so well known in schools as it should be. Call or write for it: it costs nothing. The penny photographs alone contain great store of classical illustration. But the Palais du Louvre, in Paris, has an excellent series, with which you can be supplied through the post. Unfortunately there is no printed list, but I have been supplied with the following information. There are about 160 classical subjects to be had in one or other of four forms: photographs (about 8×11 in.), 6 fr. each—carriage to England 1.50 fr. for three copies, or less; carbons, 14×17, 18 fr. each—carriage 2 fr. for three, or less; bromo post cards, 40c. each—post 1 fr. per dozen; ordinary post cards, 25c. each—post 1 fr. per dozen. Write to L'Agent Commercial et Technique, Direction des Musées Nationaux, Palais du Louvre, Paris (I). These photos are all of subjects the originals of which are in the Louvre. At the museum of St. Germain-en-Laye are sold many photos and photo-cards, especially worthy of mention being those of models and plans connected with Caesar's campaigns: address the Director. To be brief, address the Directors of the following museums for all their classical photos:—Brugg, Switzerland; Die Saalburg, near Homburg, Germany; Vatican, Lateran, Terme, and Capitoline, Rome; Naples. Beyond these, almost any subjects can be supplied in bromides at 2.50 lire each (about 6d. each at the present rate of exchange, and one of the few really cheap purchases on the continent) by Alinari Bros., Corso Umberto Primo, Rome, or by D. Anderson, 7 Via Salaria, Rome: either of these firms has some thousands of classical subjects catalogued (catalogue of Alinari, post free about 12 lire).

Of wall pictures there are several series: the Cyburski series, to be obtained from Köhler, Leipzig; the Gall and Rebmann series and the Ad. Lehmann series from Messrs. Pichler, Vienna; and seven Caesar and six Saalburg pictures from A. Perthes, Gotha. The latter thirteen cost me about £2 all told. Lantern slides are already available at the Hellenic and Roman Societies at 9 Bloomsbury Square, and are promised shortly in an attractive form by a new scheme which the Classical Association is taking in hand. The scheme is to supply schools at nominal rates with sets of slides on definite subjects, with accompanying typed lecture notes—e.g. "The Roman Forum," by Dr. T. Ashby; "Horace's Haunts," by G. Hallam; &c. But teachers who are disposed to launch out on their own can be supplied with excellent slides by Vasari, Via della Mercede, Rome. The kinema also may be used in moderation, after due explanation of the subject, and followed by exaction of written accounts of what has been seen. The Musée Pédagogique, Paris, circulates free of charge to schools in France films treating, among other subjects, of Ancient Rome, Naples, Sicily, and Pompeii; and no doubt it has no monopoly of such films. In short, with a little trouble you can get plenty of purely ocular illustration.

Second: models, casts, &c. The two great repositories of models abroad are the museums of St. Germain and Mainz; but it is one thing to see them exposed for a few minutes in a museum, and another to have them always available at need for lecturing, or as examples for pupils to copy. In many cases such models can be reproduced on application to the director, but *combination among schools is imperative*. Obviously, twenty or twenty-five models, in cork or plaster, can be produced at a much cheaper rate than one, and such an order would be more likely to be accepted. I venture to suggest that the Archaeological Aids Committee (Hon. Sec. J. Meek, University College School, Hampstead) is the kind of centre to be used for the purpose of collection of orders. Meanwhile, Messrs. Pichlers (Vienna) supply wooden models of about a dozen things (catapult, Pompeian mill, &c.) at about 10s. each, and much finer ones are made by Moritz Diesterweg, Die Ziel, Frankfurt-am-Main (Greek house, &c.). Prof. Marcelliani (18 Via Foro, Rome) has done the whole of ancient Rome in terra-cotta, and can supply models of individual buildings.

Plaster casts of statuary, inscriptions, &c., can be had in great variety from Brucciani & Co., through the British Museum; the Louvre, from M. Barré; St. Germain, from M. Champion; Berlin, Städtisches Museum; Zürich, Historisches Museum; and—for the Roman museums—from Sig. Vergilio Gherardi, 76 Via Lungaretta; and priced catalogues may be had from all of these, excepting, I think, Zürich. In spite of cost of packing, increased prices of casts, and customs, casts of the masterpieces of ancient statuary still seem to me to be cheap. Once in place they are practically indestructible, and, short of reproductions in marble, are the most valuable means of classical training on the æsthetic side. Marble replicas are to be had to order from an English firm in Italy—apply H. Chignell, Italian Marble Co., Carrara. Replicas of all the best bronzes in the Naples museum and elsewhere are supplied by J. Chiurazzi & Son, Naples; and their catalogue itself is something of an education.

Third: books which can be of great use to classical teachers, whether they are able to travel to the places described or not. I give a list of some of the books treating of things continental which I have myself found very useful and suggestive. "Catalogue Illustré of St. Germain Museum," especially Vol. II, 8 fr., and "Guide Illustré, St. Germain," especially Chaps. 3 and 4, 2.50 fr.—both by Salomon Reinach. "Bilder aus dem Römisch-Germanischen Kulturleben" (R. Oldenbourg, München-Berlin), 12.50 m., a book so full of apposite pictures that a very modest equipment of German scholarship will suffice for its appreciation, a book which ought to be in English classrooms till English publishers can supply its equal. List of casts and models supplied by the Mainz Central Museum, by Prof. Schumacher. "Pompeii, Its Life and Art," by Mau (Macmillan & Co.). "Catalogue of the Naples Museum," 12 lire—in Italian, but easily understood. "Guide to the Terme (Rome) Museum," by Paribeni. Hülsen's "Forum," in English. "Guide to the Thermae of Caracalla," by Ripostelli—in Italian English, but useful (Rome, Alfredo Carlini). Two more expensive books: "The Catalogue of the Capitoline Museum," published by the Clarendon Press, 2 vols.; and "L'Arte Classica," by Pericle Ducati (Torino), 72 lire. This is, I admit, a more or less arbitrary selection, but any three or four of them would contain a mine of suggestion for class illustration. And I would add that those who find a little work with Greek inscriptions useful in the teaching of history cannot go wrong if they buy the Catalogue of Greek inscriptions in the Louvre for 1 franc—a marvel of cheapness and very well done.

Fourth: the museums, for both teachers and taught. Send the boys, take a small party yourself, or see that they get the benefit—if it is the British Museum—of the guide lecturers, an excellent institution apparently unique in Europe. While travelling on the continent, if you happen to be within striking distance of any one of the following do not fail to explore its classical treasures. The Louvre—

statuary, bronzes, terra-cottas, and vases; St. Germain—Caesar and all his works, especially in the deservedly famous Salle Alésia; at Rome, the Vatican—statuary; Capitoline—statuary, inscriptions; the Terme—statuary, mosaics, terra-cottas, glass; Florence, the Uffizi—statuary, the Archaeological Museum, Greek and Roman, and especially Etruscan antiquities; Naples—statuary, mosaics, and unique collections of wall paintings and bronzes; Saalburg, near Frankfurt-am-Main—the museum in the camp is rich in all the things connected with the daily life of the Roman legionary; Brugg, in Switzerland—an excellent collection on the same lines; Basle, Historical Museum—a similar collection; Geneva, Beaux Arts—good classical exhibits, including the Fol collection. There are smaller but good collections at Arles, Nîmes, and Lyon. Apart from marble statues and busts, bronzes small and large, mosaics, terra-cottas, and vases generally, there is a rich field of illustration in marble reliefs of all kinds, but especially those on sarcophagi.

Those who believe in the value of good collections of plaster casts—and of course they have the great merit of being able to group in ordered series the best examples from all the world—may find a very good collection in France, at the Louvre; in Switzerland, at Zürich University; and in Italy, at Rome (in charge of Sig. Bagnani, who speaks English). There are fine collections in Germany, but as I have not seen them I refrain from saying more about them.

Fifth, and last: the best classical sites and buildings, which after all give the most direct stimulus and inspiration. In England we have Hadrian's Wall, and we had Silchester until the site was covered up again; and here and there the remains of a camp, a tower, a villa, and so on. But for a full appreciation of what the Greeks and Romans of our school and university classics were and did, one must see the Acropolis of Athens, and Syracuse, and other sites on the mainland and in the islands. As to the Romans, one can more easily glean an idea of them, as the distance to be travelled is not so great. From Rome one can easily visit Pompeii and Ostia—two excellent types of buried cities partly recovered from long obscurity. In Rome itself, the Forum; the Palatine, the Baths of Caracalla, and the Colosseum in themselves make a fairly complete equipment. In Germany, the unique thing is undoubtedly the Saalburg, a Roman frontier fortress completely restored, which alone can make intelligible much of the military side of our Roman history lessons. Vindonissa, near Brugg, in Switzerland, is another wonderful site, with camp and amphitheatre, but is not easy to get at. Alesia is still more difficult, involving an hour's train journey from Dijon, itself a place most people hurry through on their way to Switzerland or to the Rivières. But it is well worth it: the country of these great works of circumvallation and contravallation is all visible from the top of Mont Auxois, and the Gaulish and Roman towns are being gradually explained by the spade. And the lower Rhone valley is almost as rich a district as one could name, with Arles and its fine amphitheatre and numerous other Roman monuments; with Nîmes, its so-called Maison Carrée, Amphitheatre, and baths; with Orange, and its unique theatre and triumphal arch; and—perhaps the most impressive thing of all—that magnificent Pont du Gard glowing gold in the afternoon sun against a deep blue December sky.

EDUCATIONAL LABELS.

By T. RAYMONT.

THE recent split among the Montessorians in this country may be in some senses a misfortune, but at any rate it suggests a few reflections which we may very well turn to our profit. The cause of the quarrel seems to be that a prominent leader of the movement, a leader by no means without a following, is no longer content that the movement should be described in terms of one distinguished name. He, and those who think with him, object to being labelled. In other words, it is felt that the object of what is called the Montessori Society should be, not a blind hero-worship, not the inculcation, and the defence through thick and thin, of the founder's dicta, but the independent application of the principles underlying her system to the circumstances of English education. I take it that what is probably the main principle, that of treating children as individuals and ceasing to treat them in the lump, is not disputed by anyone. The question in dispute, in this case as in that of the churches, is whether the notion of a fixed and unalterable creed, a creed which moreover goes into detail, is to prevail, or ought to prevail.

In any effort to take the broad view of this controversy, the first thing that strikes one is that the position which it creates is not new, but that history is once more repeating itself. Let us take as illustrations of this thesis the names of Pestalozzi, Froebel, and Herbart, so far as the work of these men has practically affected education in this country. Each of them in turn became a name to conjure with among the "advanced" people in the world of school, who proceeded to label themselves accordingly.

Of the three I have mentioned the least important for our purpose is Pestalozzi, because, as a matter of fact, he has never been much understood or appreciated in England. Some flavour of Pestalozzian methods was introduced by Kay-Shuttleworth into his institution at Battersea, the forerunner of Battersea Training College; but the real beginnings of the influence of Pestalozzi in this country were made in another quarter, in connexion with the beginnings of definite training for infant school work. It is chiefly to Dr. Charles Mayo and his sister Elizabeth that we must assign the honour of originating that form of training. In 1819 Mayo had gone to Yverdon and joined Pestalozzi's establishment as chaplain. After remaining there three years, he opened a "Pestalozzian school" at Ipsom, which was afterwards removed to the neighbouring village of Cheam. Here the brother and sister laboured and brought out a series of "Pestalozzian" textbooks which became exceedingly popular, although (or perhaps because) they formalized, and to a great extent sterilized, the true spirit of Pestalozzi's work. It is because these books became so popular and passed through so many editions that the person who is curious in such things may still find copies of them on street barrows and in the shabbier second-hand bookshops. The movement did its work, such as it was, and the label fell into disuse. The Home and Colonial School Society remains as its monument, but that society long ago, I believe, cast off its Pestalozzian swaddling-clothes.

More important for our purpose, and more interesting to me because of my personal association with its later phases, is the Froebel movement, which started in the 1850's, and, through the efforts of a noble band of women pioneers, and with words of kind appreciation from Charles Dickens, at first made some headway among the well-to-do classes. But in 1874 three things happened which made that year decisive for the spread of Froebelism. The Froebel Society was founded; the London School Board appointed a lady to lecture on Froebelism to the infants' mistresses; and the British and Foreign School Society opened a kindergarten training school at Stockwell. In 1887 the National Froebel Union was formed, and one cannot get a better notion of the change which has come over the movement than by comparing the earlier syllabuses and examination papers of that Union with those of the present time. The spirit is still there,

SIR RICHARD GREGORY has been elected president of the Educational Science Section of the British Association for the meeting to be held at Hull on September 6 to 13 next.

INTERNATIONAL CONGRESS FOR HOME ECONOMICS.—The International Federation for the Development of Home Economics Instruction, the central office of which is in Friburg (Switzerland), have decided to organize an international home economics meeting, to be held in Paris on April 18 to 21, 1922, inclusive, as well as an exhibition of home economics matters—furniture, school materials, and methods. This conference will be in continuation of the international meeting of Friburg (1908) and Ghent (1913). For further information communications should be addressed to the Office International de l'Enseignement ménager, Fribourg (Suisse).

and may it never wane! But the old adherence to the letter, as embodied, for example, in the famous "gifts" and "occupations," is gone for good and all. There have always been people who saw that the strict Froebelians were not really living up to the spirit of their master, but the heterodoxy of yesterday has become the orthodoxy of to-day. True, a foremost representative of Froebelism has recently written a book designed to show that there is nothing of educational importance in James and Ward and Stout which is not to be found, explicit or implicit, in Froebel. Probably she is right, in the sense in which those are right who claim that there are only about two ideas extant which are not to be found in Plato. But, in fact, the old Froebelian orthodoxy is dead, and if the label still remains, it is chiefly to commemorate one of the noblest spirits that have ever breathed over the education of little children. A man may belong to the Aristotelian Society or to the Wesleyan Church, without tying himself down to Aristotle's philosophy or to the details of Wesley's theology. It is in that sense that the Froebel Society still commands wide support.

The case of Herbart comes still nearer home than that of Froebel, in that the whole Herbartian movement arose within the recollection of people who are still on active educational service. Herbart may be said to have come to us from Germany via America. It is just thirty years ago that his theories began to be known in this country through the medium of American translations. Five-and-twenty years ago, not to know Herbart was to argue yourself a pedagogic nobody; and in certain circles a person who knew Herbart and did not confess himself a Herbartian was deemed to dwell in outer pedagogic darkness. In the training colleges the old methods of planning lessons were scrapped, and the use of the five "formal steps," as worked out by the German and American interpreters of Herbart, was insisted upon—often with a result resembling that of placing a man in a strait-jacket. And far beyond the walls of the training colleges, the then blessed word "correlation" was worked for a great deal more than it was worth; to an extent, indeed, which would probably have made Herbart himself gasp and stare. These, however, were but vagaries of a movement which in its essence was truly beneficial, if only because it affirmed that a real art is involved in planning a lesson, and that the "subjects" of which we familiarly speak are not so many watertight compartments. But, in fact, Herbartianism did much more for English educational thought and practice than is here implied, and, if Prof. John Adams's classic work on the Herbartian psychology had been its only fruit, it would have deserved well of us at the present day. No one now labels himself a Herbartian, but most thoughtful teachers of the younger generation owe a greater debt to Herbart than they are aware of.

We now have with us the Montessori system, the Dalton plan, Dalcroze eurhythmics, and what not. Let them all come, and let them all be welcome. Each of them insists upon some aspects of the truth which had been neglected or forgotten. Each of them contributes something which will at last be absorbed into the common stock of generally accepted theory and practice. The systems will have their day and will cease to be; but the spirit which pervades them, together with some of the concrete embodiment of that spirit, will remain. Montessori's re-emphasis of individual freedom, with auto-education as its necessary counterpart, and her insistence upon the school as a social institution, have in them elements of abiding worth which will keep her memory alive long after her "pedagogic material" has gone the way of Froebel's "gifts" and "occupations."

THE EDUCATION GUILD.—Five fortnightly lectures are being arranged by the Education Guild for this term, four of which will deal with the recently issued Report on the Teaching of English, beginning on February 3, at 8 p.m. Non-members of the Guild may obtain tickets for these lectures (1s.) from the General Secretary, 9 Brunswick Square, who will be glad to supply any further information.

PERSONAL PARAGRAPHS.

EDUCATION is represented among the decorations announced in the New Year List of Honours by—

Knights: Cory, Professor George Edward, of the Rhodes University College, Grahamstown, Union of South Africa. Herdman, Professor William Abbott, C.B.E., D.Sc., President British Association. Hobson, Albert John, Esq., President of Association of Chambers of Commerce of the United Kingdom, 1920-21, Pro-Chancellor of University of Sheffield. Pank, John Lovell, Esq., D.L., J.P., Chairman of Hertfordshire Education Committee. Ronald, Landon, Esq., conductor and composer, Principal of Guildhall School of Music.

K.C.M.G.: Lee, The Hon. Sir Walter Henry, Kt., Premier, Chief Secretary and Minister for Education of the State of Tasmania.

C.I.E.: Khan Bahadur Saiyid Abdul Majid, Minister for Education to his Excellency the Governor of Assam. Wathen, Gerard Anstruther, Esq., Ind. Educational Service, Principal, Khalsa College, Amritsar, Punjab.

G.B.E.: Sherrington, Professor Charles Scott, M.A., M.D., F.R.S., D.Sc., F.R.C.P., F.R.C.S., President of the Royal Society.

Companion of Honour: Jones, Sir Henry, M.A., LL.D., F.B.A., D.Litt., Professor of Philosophy, Glasgow. Newbolt, Sir Henry, M.A., LL.D., D.Litt., Barrister and Author.

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THE death of the Rev. P. A. Wright-Henderson, D.D., late Warden of Wadham College, Oxford, removes another link between modern Oxford and the old university. Dr. Henderson came of an old Stirlingshire family, and his father was a clergyman of the Scottish Episcopal Church. He received his early education at Glenalmond, where he was a pupil of the Rev. C. Wordsworth, afterwards Bishop of St. Andrews, and Dr. Bright, afterwards Regius Professor of Ecclesiastical History at Oxford. He went up to Balliol from Glasgow University as Snell Exhibitioner in 1861, and after gaining first class in Classical Moderations and in Literae Humaniores, he was elected a Fellow of Wadham in 1867 and Sub-Warden in 1881. After serving in the latter capacity for over twenty years he was appointed Warden, and held office until his retirement at the end of 1913. He took a considerable part in academic politics as a Liberal at one time, and later he frequently contributed interesting and entertaining papers to "Blackwood," reminiscent of his old days at Oxford and Glasgow.

* * *

THE retirement of Dr. C. W. Kimmins, Chief Inspector of Schools under the London County Council, will be regretted by all associated with London education. Educated at Owens College, University College, Bristol, and Downing College, Cambridge, Dr. Kimmins graduated with first class Natural Science Tripos, Part I, 1883, and second class Natural Science Tripos, Part II, 1886. For many years his vigour and energy have aroused enthusiasm among teachers and educationists in the London area, and his cheerful and pleasing personality has found him friends in every quarter. Before joining the Council's service, Dr. Kimmins was a staff lecturer on the Cambridge University Extension Scheme, and the news that he intends to continue his educational work as a Gilchrist lecturer will be welcomed on all sides.

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MR. H. F. W. DEANE, Chairman of the Year Book Press, Ltd., whose death was reported late in December last, was well known in educational circles. He was educated at Repton and Trinity College, Cambridge. For fourteen years he was a master at St. Ninian's School, Moffat, and in 1895 became head master of St. George's School, Windsor. He retired from this post in 1904, being appointed Chapter Clerk and Librarian to the Dean and Canons of St. George's Chapel, Windsor. Later he established, with his sons, the publishing firm now known as The Year Book Press. He edited "The Public Schools Year Book," "The School-

masters' Year Book," "The Girls' School Year Book," "Directory of Women Teachers," and other standard works of school reference. He was also one of the founders of the "Industrial Art Journal."

* * *

THE Governors of Taunton School have appointed Mr. H. Nicholson to the post of head master in place of Dr. Whittaker, who retires at the end of the summer term to take up other educational work in Bristol. Under the careful guidance of Dr. Whittaker the school has become one of the great institutions in the West Country, and the post of head master one of big responsibility, including the oversight of forty masters and over 700 boys, the majority of whom are boarders. Mr. Nicholson was educated at Merchant Taylors School, Crosby, and King's College, Cambridge. He graduated in 1909 with First Class Honours, Medieval and Modern Language Tripos, and after service as an assistant master at Merchiston Castle and Manchester Grammar School, he became head master of the Watford Grammar School in 1914. During his seven years' tenure as head master the school has doubled in size and two advanced courses have been set up. Mr. Nicholson is an energetic and enthusiastic worker in the cause of education, and he has found time for many activities in educational work outside school life. He is at present filling the office of Chairman of the Modern Language Association, and he is Joint Editor of several French texts for school use.

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THE death of Mr. B. P. Lascelles, formerly Science Master at Harrow School, will be deeply regretted by town and school alike. Mr. Lascelles was a man of rare personal charm. He received his education at Magdalen College, Oxford, where he was familiarly known as the "Magdalen giant," on account of his great height—6 ft. 10½ in. He was Science Master at Harrow for sixteen years, and Librarian and Curator of the Museum for thirty years. He took the greatest interest in the municipal life of the town, and has been a member of the District Council for many years and Chairman on three occasions. The pioneer of technical education in the district, he held office at the time of his death as Chairman of the Education Committee.

ONLOOKER.

TOPICS AND EVENTS.

WE have received a letter from Miss Maria Kakis, Teacher of English at the Government High School, Valmiera, Latvia, whose appeal for English books for Latvian schools we published in a former number, cordially thanking those who have responded to her petition for help. She states that about a hundred books have been sent; more are wanted, especially more of easy books. Her children greatly appreciate learning English from real English books rather than from Russian or German editions. She would also like very much to receive picture post cards of England, and Latvian children would send pictures of their own country in exchange. Mr. West-Deal is going to Latvia next summer to lecture on England and the English, and she hopes that others will follow in his steps. The practical side of education—that is, domestic science, physical training, gardening, and such subjects—is, she tells us, rather neglected in Latvia at present, and she expresses the hope that we shall perhaps some day offer a few scholarships to Latvian girls, so that they may study these subjects here, following the example of the French, who are granting six scholarships to Latvian boys.

THE Lord Mayor of London also desires to thank those who have sent books to his collection for Latvia.

LECTURES ON PSYCHOLOGY.—A course of eight lectures on "The New Psychology and its Bearing on Education" are being delivered by Dr. H. Crichton Miller at the Mary Ward Settlement, Tavistock Square, W.C.1. The first address (on "Suggestion") was delivered on January 27, and the remaining lectures are to be given on Fridays at 5.30, commencing February 3. They will deal respectively with Phantasy, the Emotional Development of the

Child (in two lectures), the Unconscious Motive, Mental Mechanisms, Symbolism, the Herd Instinct and the Herd Ideal. Tickets for the course can be obtained from the Hon. Lecture Secretary, Tavistock Clinic, 51 Tavistock Square, London, W.C.1, price (for qualified teachers and the general public) two guineas, and (for students of education and Settlement workers) one guinea.

BOOK FAIR AT FLORENCE.—An International Book Fair will be held, under the auspices of the British-Italian Commercial Association, at the Pitti Palace, Florence, next spring. The fair will be made up of sections on popular education, books, old books, manuscripts, rare editions, book illustration and binding, photography and cinematography applied to printing, posters, and machinery and appliances for the printing and allied trades. For further information those interested should write to the Association, at 12 Nicholas Lane, London, E.C.4.

VERSE COMPETITION.—In the second half-yearly schools competition held by our contemporary, *Poetry*, the entries from boys' schools are said to be inferior in quality to those from girls' schools of the same grades. The editor suggests that this difference depends more upon the attitude of the teacher than the ability of the pupil; and this seems probable, for in most boys' schools less time and attention are devoted to English than in girls' schools. Moreover, entries from the "public schools" were "few and comparatively disappointing." May this not be due to the same regrettable cause?

REVIEWS AND MINOR NOTICES.

NEW MUSIC.

THE comparatively recent introduction into schools of classes for stringed instrument players was handicapped to a large extent by a scarcity of suitable material graded in a way likely to ensure progress from the very first steps. In the "Polychordia String Library," Messrs. Stainer & Bell have set out to supply this deficiency, and, under the editorship of Mr. James Brown, are issuing a series of books in five grades, in order to provide in one systematic and comprehensive scheme "all that is necessary for the acquirement of the art of ensemble playing." This series is preceded by an "Elementary String Tutor," which will be of especial use to teachers commencing class work of this description. In the lower, middle, and higher grades, the examples for the most part are taken from the great masters, and many unfamiliar works by Gluck, Handel, Morley, Bach, Purcell, Corelli, &c., figure in the scheme. These have all been carefully fingered, bowed, and a pianoforte part added, which can, of course, be dispensed with when the harmony of the strings is complete.

A scarcity of good school part songs happily does not exist, and, if the output is large and the choice difficult, the quality is well maintained, as is exemplified in some of the recent publications of the Yearbook Press—"The Dream of Home," by Charles Wood, and "The Vagabond," by Dunhill, both unison songs. The Curwen edition, "The Night Bird," is a three-part song by Edgar Bainton, and the old Irish peasant song, "Tis pretty to be in Ballinderry," is arranged by Alfred Moffat and published by Joseph Williams. A comprehensive collection of songs of all kinds (folk songs, Scottish, Welsh, and Irish songs, rounds, catches, and marching songs), which can be cordially recommended for school use, is entitled "Songs from Far and Near," and is published by McDougall's Educational Co., Ltd. (8s.).

The catalogue of Messrs. Curwen & Sons will be found to contain an almost endless selection of plays with and without music, suitable for school performance. Recent publications include "A Masque of Midsummer," by Marjorie Woolnoth, music (and very nice music too, far above the average for this kind of thing) by Richard Chanter. Mr. Herbert Blatch has written some tuneful music to "The Yellow Cap," a fantasy for children in one act, the book by Charles Emlin. Except that the opening chorus, "Far in the Woods," savours too much of the popular ballad type of setting, this is a little play that should come off well in performance. A more ambitious effort from a musical point of view is "Dream Webs," a choral ballad for children, words by Smaylie, music by

Bernard Johnson (2s. 6d.). Much of this is written in two parts. Mr. Johnson's music is melodious, refined, and never commonplace, while the accompaniments are independent of the voice parts, rendering the necessary support at crucial moments—instance the accompaniment to the valse "A Network of fine Silver Strands"—yet always maintaining an independence which adds much to the charm of the music. A capital cantata this for "end of term" performance. Jolly tunes, just sufficient dialogue to string them well together, and you have a folk-music play entitled "Christmas Eve" (5s.). Mr. Herman Ould, the compiler, has drawn on old songs and dances from many sources, and most of these will be already familiar in schools which indulge in folk-singing and morris dancing; therefore the "getting up" of the play should be an easy matter. The stage directions are concise and to the point, the setting and stage properties of the simplest, and the play has the atmosphere of the old time "Dickens" Christmas, and is therefore sure to be popular. Appropriate to the season is "The First Christmas Pudding," words by Elsie Smith, music by Percival Garratt. For scout clubs there is "The Ginger Beer Party," a sing-song for wolf cubs, written by Charles Emlyn, with music by H. Blatch; and we must round off the long list of Messrs. Curwen's publications with brief mention of "Phillida, or Love on the Prairie," a full-blown operetta in two acts, by Stanley C. West, music by Chastey Hector (vocal score, 5s.).

A new "Violin School" is something of an event, and students and teachers alike will welcome "The Practical Violin School," in four volumes (3s. net each vol.), which Hans Wessely has published with the firm of Joseph Williams. The description and examples of the various kinds of bowing are well set forth, and the difficulties of fingering, &c., are progressively dealt with in a series of short studies. A work which could be used with advantage alongside Mr. Wessely's book is the series of "Progressive Studies for the Violin," graded, arranged, and fingered by Spencer Dyke (five books, 2s. 6d. net each, Joseph Williams). Spohr, Wohlfahrt, Dont, Marzas, McKenzie, Fiorillo, and many other composers are represented, and the purpose of each study is clearly indicated. The advantage of such a varied collection of studies under one cover is obvious. Violin music of a more recreative type, and with pianoforte accompaniment, figures largely in the catalogue of the same firm, and the more recent additions include three lyrics ("Reverie," "Arabesque," and "Barcarolle"), by George Dyson (2s. net each); an album of four short and easy pieces, by Markham Lee (2s. 6d. net); six miniature sketches by Charles Marshall, very easy; and two books in "The Album Series," price 2s. 6d. net each. 'Cellists will welcome the collection of seven Russian pieces, which Mr. Whitehouse has brought under one cover and edited; and an effective solo for the instrument comes from the pen of Dr. Brewer, entitled "Harlequin's Lament" (2s. net).

Colin Taylor's "Prelude" in five-four time (2s. net) has the delightful savour of an old folk-song, while the "Rustic Dance," by Scott Baker (1s. 6d. net), takes one back to Elizabethan days, the days of "Merrie England" dancing out of doors. Thomas Dunhill, with his "Dance Moments" (2s. 6d. net), enters the baronial hall, and steps to the stately "Saraband" and "Gavotte," while Felix Swinstead, with his "Six Pieces for Children" (2s. 6d. net), and Adam Carse, "Five Little Pieces" (2s. 6d. net), set out to please the young folk, and restore to them their birthright "Time and Tune," and eminently succeed in doing so (Joseph Williams).

The somewhat austere covers of similar publications by Stainer & Bell (Joseph Williams often issue pictorial covers) seem to suggest that the quality is "inside," and it certainly is in the little "Suite," by Herbert Howells, entitled "Once upon a time." No. 3, "An Angry King," is a masterpiece, and should be re-christened "Karl, ex-King of Hungary"! These pieces are very modern in their outlook, and call for more than average ability on the part of the pupil for their proper interpretation. Sir Charles Stanford wields the wand of youth in "A Toy Story," an album of six little pieces (2s. net). Other composers in a lengthy list must be satisfied with a mere mention—viz. George Dyson, "Six Lyrics" (2s. net);

Thomas F. Dunhill, "Time and Tune" (2s. net); Percy Whitehead, "Triples" (1s. 6d. net); Graham Forbes, "Moods" (1s. 6d. net). All will be found to merit the attention of the educationist whose need it is to be always provided with the latest and the best of contemporary music. They are all published by Stainer & Bell.

A PHILOSOPHY OF EDUCATION.

The Individual and the Environment. By Dr. J. E.

ADAMSON. (14s. Longmans.)

Books on education—or, at any rate, the more serious of them—may be divided roughly into three classes: those which seek to meet the immediate and practical needs of the educator, and to do so in a frankly empirical way; those which advance beyond empiricism to a systematic treatment, based upon principles drawn chiefly from psychology; and those which essay a still higher flight—a philosophy of education regarded in all its length and breadth. It is to the last of these three classes that Dr. Adamson's book belongs, though there is much that connects it with the other two. The workaday teacher usually contents himself with the first of our three divisions; he often looks askance at the second, and if a specimen of the third comes his way he shuts it with a sigh, or perhaps with a bang. We state what we believe to be the simple fact, without expressing approval or disapproval, for in the teaching, as in other professions, only a minority of practitioners can be expected to enjoy such solid fare as Dr. Adamson provides. He has in view chiefly the university student of education, who ought betimes to have his attention directed to the widest view of the educational process and who, to say the least, will never be the loser on that account.

The attempt to treat education on the most comprehensive scale inevitably attracts the educational writer of the philosophic cast of mind. Such attempts have been made in America by Prof. Henderson in his "Principles of Education," and by Prof. O'Shea in his "Education as Adjustment." More recently, in England, Dr. Nunn, in his able and concise work on "Education, its Data and First Principles," and Dr. Maxwell Garnett, in his elaborate treatise on "Education and World Citizenship," have similarly taken the big view of the subject. Of course, these books cover very different ground, or, at any rate, cover the same ground in very different ways. The sub-title of Dr. Adamson's book, "Some Aspects of the Theory of Education as Adjustment," sufficiently indicates its general kinship to O'Shea's earlier production.

Dr. Adamson avoids the necessity of discussing the definition of education by accepting at once the evolutionary view. For him the conception of the adjustment of individual and environment is "the fundamental principle about which a rational theory of education can be developed," and from that point he takes his start. He conceives the environment as made up of three orders of reality—the physical order, or the world of Nature; the social order, or the world of civilization; and the moral order; and if the separation of the second from the third should be objected to, he pleads convenience, at any rate, for the expounder of educational theory. Space does not allow us to follow Dr. Adamson in his detailed working-out of the principle of adjustment from these three points of view. We may say, however, that it is plain on every page that he upites in himself the qualifications of the practical teacher with those of the serious student of philosophy. His erudition is enormous, but he keeps it well in hand, his exposition being so orderly that his numerous authorities are not allowed to jostle one another on his pages. And, if his learning and his vast labour exceed his originality, he has none the less—or perhaps we might say, he has on that account—written a book which should be useful to the student. The analytical table of contents, and the full index, will make it useful to many who have not time for reading it from cover to cover.

THE NEW PSYCHOLOGY.

The New Psychology and the Teacher. By Dr. H.

CRICHTON MILLER. (6s. net. Jarrold.)

Anyone who, like the present reviewer, has heard Dr. Crichton Miller lecture to teachers and to others of the

better educated public, will be prepared to welcome a book from him designed to initiate such persons into the "new psychology." Dr. Miller has deliberately preferred this title to that of "psychoanalysis," leaving the latter term for the Freudian school, who claim it for their own theory and technique. His treatment is of special value to the general reader, because, thoroughly appreciating the fundamental differences between Freud and Jung, he claims and exercises his obvious right to take a line of his own. The prevailing fashion in education and psychology is that of labels and hero-worship. Instead of following that fashion, Dr. Miller, whilst freely adopting all that seems to him sound in the work of the founders of the new psychology, insists on seeing things with his own eyes and forming his own conclusions. This he is well qualified to do, and to anyone who has waded through the muck-heaps provided by some of our psychoanalytic expositors, it is a joy to come across a book so full of sanity, and so much truer—at least, so one hopes—to the facts of human nature as a whole. That the writer feels able to dedicate the book to his own children is a sort of notice to parents and teachers who start reading it that they are likely to find what they want. And they will not be disappointed. The chapters on the emotional development of the boy and of the girl are, for example, full of good material clearly put, and we can hardly imagine an educated parent who will not be distinctly the wiser for reading them. The momentous consequences, as described by Dr. Miller, of the relations between mother and son, and between father and daughter, will, we believe, come home forcibly to any observant parent. As becomes one who is not a professional teacher, the author does not dogmatize on strictly educational questions. In the last chapter he points out some of the more general bearings of the new psychology upon the teacher's work, but for the rest he is content to "help the teacher to gain something of the analytic point of view," and then to leave him to draw his own conclusions. He adds a list of the books to which he feels most indebted, and which are presumably meant for the student's further guidance. We commend the book most cordially to the attention of our readers.

AGRICULTURE IN HISTORY.

Agricola: a Study of Agriculture and Rustic Life in the Greco-Roman World from the Point of View of Labour. By W. E. HEITLAND. (47s. 6d. net. Cambridge University Press.)

"Back to the Land" is a cry as old as the oldest history of man. From the earliest times, ever since man began to gather into settlements, his social nature has preferred the crowd in the market-place to the loneliness of the countryside; and the owner of the land has left the soil to be tilled by others while he built himself a dwelling-place in the town. That the manual labourer on the farm has always been in disrepute is shown by Mr. Heitland's book, and that it still is so is shown by the decrease of the country population in the United States from 85 per cent. in 1880 to 48 per cent. at the present date. Yet as surely as man requires bread, so surely must some one cultivate the solitary fields. On the solution of this problem depends the very existence of civilization. The ancient world, resting upon the basis of slavery, compelled large numbers of mankind to do its drudgery, and when this basis proved incapable of bearing the ever-increasing burden thrown upon it by the Roman Empire, the fabric of ancient civilization collapsed. Ancient slavery in Europe gave way to medieval serfdom, and this, through abolition, to the modern free wage-earning class. Our problem is to reconcile this class to the task of being hewers of wood and drawers of water; and, although mechanical contrivances have lessened transport difficulties and eased the heavy burden of physical toil, they have also extended the country into vast prairies, so that the farmer of north-west Canada is still as lonely a person as the tiller of Italian uplands or African latifundia under the government of Rome. Mr. Heitland, therefore, in this "study of the life of the farmer in ancient times," is not dealing with a recondite subject, but one which is of the first importance for

its bearing on general economics. He rightly insists on the historic continuity of man's development, and, although he has no set thesis to maintain, his work is pregnant with suggestiveness for modern statescraft. He has gathered from the whole range of Greek and Latin literature all the facts bearing on his subject. He has taken the authors from Homer to the fall of the Western Empire, and set forth the attitude, as shown in their writings, of the different periods in chronological order towards the life and work of the farmer. His divisions are: The Greek Period; Rome—the Early Period to 200 B.C.; The Middle Period; The Empire; Augustus to Nero; The Age of the Flavian and Antonine Emperors; Commodus to Diocletian; From Diocletian; and Christian Writers. With rare exceptions, arising partly from military and partly from political causes, the farmer's work was held in little honour—*laudatur et alget*. The tendency was more and more to regard it as menial, and to leave it to the lowest classes. At the same time, in the absence of an industrial system creative of wealth, it was more and more called on to bear the increasing burden of imperial expenditure. Slavery proved insufficient for this strain, but no one had any substitute to offer. Of the three parties concerned with landed property, the owner had long ceased to care for anything but profits; the farmer who worked his own soil had been squeezed out; and the third class, the labourer, invariably a slave, was ground down under pitiless overseers. The inroads of the barbarians proved a welcome relief from a system more and more inefficient and impossible.

Mr. Heitland's book is a noteworthy study; its range is remarkable; its argument always clear and sound; it is a splendid work of classical scholarship, and it proves that the study of ancient history is indispensable for a considered approach to the problems of the modern world.

CHARTERHOUSE.

Charterhouse in London: Monastery, Mansion, Hospital, School. By G. S. DAVIES. (25s. net. Murray.)

This book can best be described as a labour of love. It is written by the man who, from his position and interest in the Charterhouse, is best qualified to write on the subject. Mr. Gerald S. Davies, the Master of the Charterhouse, was Foundation Scholar at the Charterhouse School when it was still located in London, before its removal to Godalming, one of the most enterprising changes in the continuous development of a public school in the last generation. Mr. Davies was nearly thirty-three years on the staff of the school at Godalming. He then returned to the fine old Charterhouse building, still retained as the residence of the Brotherhood of Aged Pensioners, over whom the Master presides. Thus, for over sixty years Mr. Davies has been in intimate connexion with Charterhouse School and Hospital. He has thus collected much information "which from time to time has been revised, recast, verified, rejected, till the note-books have swelled to many volumes." In short, it is obvious that we have here the definitive history of this remarkable foundation, one of the most representative of pre-Reformation buildings and establishments, continued from the days of the old Carthusian Monastery as a mansion, purchased by the well known John Dudley, Duke of Northumberland (father-in-law of Lady Jane Grey), as Mr. Davies thinks, to serve as a palace for his son and daughter-in-law, till the day when the latter, as he hoped, would become Queen of England. In 1565 the Charterhouse became the property of the Duke of Norfolk, and received the name of Howard House. From Thomas Howard, Earl of Suffolk, in 1611 (unfortunately misprinted in Mr. Davies's volume as "1911"), it was purchased by Thomas Sutton, who founded the Hospital and Free School, and nominated, as first master, John Hutton, rector of his old parish of Littlebury, in Essex. With scrupulous care, Mr. Davies traces for us the life and career of Thomas Sutton, who came, as is well known, from Lincolnshire, and had led a romantic life in the Elizabethan era.

The account of the Hospital takes up twenty-four pages and that of the School is restricted to scarcely sixty pages; yet these sketches supply the essential facts, in a small space.

The volume runs in all to 447 large octavo pages, and is a handsome book. As will be readily understood, it contains valuable documented history, presented in a number of appendices, supplementary to the descriptive continuous history. First, we have details of the existing buildings of Charterhouse (the Monastery was founded in 1314); then follow documents relating to the Monastery, documents relating to the Mansion, and, lastly, lists of masters, preachers, schoolmasters, governors of the School, and so on. A list of some distinguished Carthusians is provided. The "Carmen Carthusianum" is reprinted. But most impressive to many readers will be the long appendix G, containing the names of Carthusians serving in the British and Allied Forces from August 4, 1914, to November 11, 1918, and in the subsequent Russian Campaign.

Mr. Davies's book is a thorough piece of work. It is attractively provided with a large number of striking illustrations. Altogether, we have a continuous record of Monastery, Mansion, and School (in so far as the school is bound up with the Charterhouse building). We feel that we have been brought face to face not only with the records of the Charterhouse, but that of London history; and even much of national history, from 1314 onwards, might well be centred round it in the class-teaching of the Charterhouse School.

SCIENCE.

The Outline of Science, Part I. Edited by Prof. J. ARTHUR THOMSON. (1s. 2d. net. Newnes.)

The issue of "An Outline of Science," comparable in size and general get-up with Mr. Wells's "Outline of History," will be watched with much interest. It is intended to bring out the book in about twenty fortnightly parts, and as Part I consists of forty pages (including forty-five excellent illustrations), the whole presumably may be expected to cover some eight hundred pages. To attempt in this space to provide "the general reader who lacks both time and opportunity for special study" with a conspectus of modern chemistry, physics, astronomy, geology, biology, and psychology is ambitious indeed. The contributors of the several sections are not named, but, as the editorship is in the capable hands of Prof. Thomson, who, in numerous books and numberless articles on various aspects of biology, has shown himself a past master in the art of popularizing science, the new serial may be confidently expected to be both accurate and eminently readable. It should appeal with peculiar force to teachers.

"The 'Shown to the Children' Series."—*British Insects shown to the Children.* By A. O. COOKE. (3s. 6d. net. Jack.)

This is a very attractive little book, and will be read eagerly by many young naturalists. Mr. Cooke gives pleasant and simple accounts of the appearance and habits of forty common insects and four common spiders. His method of grouping these creatures according to habitat, irrespective of their systematic position, is, we think, wise in a book intended for children. There are forty charming and useful illustrations, some in colour, by Mr. Harold Bastin. They would have been still more useful if the scale had been stated in each case.

Life: How it Comes. By STEPHEN REID-HEYMAN (Mrs. LAURENCE PARSONS). (5s. net. Blackwell.)

The very great need—referred to in the Bishop of Birmingham's foreword to this book—of a reverent and clear statement to children of the truth connected with the facts of sex is admitted by all. How and when it may be best imparted are questions on which there is much difference of opinion. The author of this book would give the necessary information by means of lessons in biology, explaining the significance of sex in plant and animal types of increasing complexity, and culminating in man. In eighteen interesting chapters she has developed such a course with marked ability, and the book may be recommended for supplementary use in schools in which biology is already studied practically. We are convinced, however, that such work, though extremely useful in the later years of school life, would come much too late to accomplish its special object. We believe that every child ought to know the essential facts relating to mammalian reproduction long before it is old enough to use such a book, and even before it is able to read at all. To be told the plain truth about such things in answer to its questions is no shock whatever to a young child, and saves it from much subsequent trouble of mind. Treated frankly from the first, as is its right, it may grow up with clean pride, instead of shamed acquiescence, in the great heritage of sex.

Letters to my Grandson on the World about him. By the Hon. STEPHEN COLERIDGE. (4s. net. Mills & Boon.)

This pleasant little book, in which a grandfather discourses to his

grandchild very entertainingly about the universe in which we dwell, is of a kind which was much more in evidence when the author was young than at the present time. We are old-fashioned enough to believe that the author is right in his implication that the change which has taken place is not entirely to the good. Amid the variety of imaginative literature now offered to children we are not sure whether many little boys of this generation would settle down to the perusal of a book, even so excellent as this one, about the things that really are. But, at any rate, the "group mind" of children so far differs from the mind of the individual child that we can promise any teacher success who tries these easy and familiar talks on a class of boys. Such readings would form a most acceptable complement to more formal lessons on the elements of science and Nature lore.

Readings in Evolution, Genetics, and Eugenics. By Prof. H. H. NEWMAN. (25s. net. Cambridge University Press.)

By preparing this book, which is essentially an anthology of writings on evolutionary biology, Prof. Newman, of the University of Chicago, has supplied a real need of students. For not only has he included excerpts from the works of leading evolutionists, both classical and modern, but by contributing introductory statements, connecting passages, and the like, he has succeeded in arranging and welding together a large number of isolated chapters and paragraphs into a coherent exposition of the whole subject. Moreover, the book, being made up of the writings of many authors—of whom not a few were unsurpassed for simplicity and lucidity of language—presents clearly many diverse theories, and is completely non-partisan. The order of treatment is judicious. After an introductory and historical section, the evidences of organic evolution are set forth; then follow articles discussing the causes of evolution; and, finally, chapters on the various aspects of genetics and eugenics. The result is an unusually interesting and stimulating book. It is, perhaps, natural that it should include a preponderance of extracts from American authors, but British readers will welcome it not less warmly on that account. There are 101 illustrations and a good index.

A Course of Reading in Science and Literature. Selected or Contributed by Prof. J. ARTHUR THOMSON and Others. Part I. (3s. 6d. net. Oliver & Boyd.)

One of the many unfortunate results of our narrow and vicious conception of "literature" is that boys and girls seldom read anything about science except in text-books. To this generation there is between "literature" and science a great gulf fixed; the truths of science are rarely expressed in literary form, and "literature" has nothing to do with the truths of science. The present compilation is based on opposite principles; it includes selections from the masters of science as well as from historians, travellers, and thinkers, and it aims at making children read for information no less than for entertainment. The biographical notes reveal the varied nature of the extracts. Ruskin, Rutherford (Sir Ernest), Shakespeare, Shipley (Sir Arthur) come in succession, whilst elsewhere Byron and Carlyle rub shoulders with Darwin and Faraday. It is a fresh and live compilation. A word of praise is due to the admirable type.

ART.

"New Era Library."—*The Romance of Building.*

By ALLEN S. WALKER. (2s. 6d. net. Philip.)

Mr. Walker, like a true teacher, begins by asking questions: "Which building do you prefer—St. Paul's or Salisbury Cathedral? Which is the more suitable church for England?" From this latter interrogation it will be gathered that he does not deal solely with the æsthetic side of architecture, but discusses its utilitarian aspects. He begins with ancient India and Egypt, and takes his reader through Greek and Roman building to Saxon, Norman, Gothic, Renaissance architecture and the modern schools. The chapters on Inigo Jones and Wren are particularly informing. Mr. Walker does not turn up his nose at recent architecture, and amongst buildings whose merits are recognized we note the Imperial Institute, St. Mary's Church at Stoke Newington, the Catholic Apostolic Church in Gordon Square, and the Guildhall at Westminster. The work is a useful little introduction to architecture of 240 pages, and is embellished by sixteen full-page illustrations and over twenty woodcuts.

The Child in Art and Nature. By A. A. BRAUN. (16s. net. Batsford.)

This book, though intended primarily to appeal to the child-lover, is also planned to be a useful addition to the reference library of the artist, and it achieves both these objects with considerable success. The diagrams and letterpress contain much information which should be of value to the student; but the text is quite subordinate to the well chosen and beautifully reproduced illustrations, which, as the name of the book implies, are classified

(Continued on page 96.)

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under two headings. Under the first, "The Child in Art," the author has brought together a representative collection from the "fine" and "applied" arts. A few Greek and Roman examples are given; but this section practically starts with the Renaissance, as the ancients generally represented the child as a mere miniature adult, the outstanding exception being "The Boy with the Goose" by Boethius, second century B.C. In the second section, "The Child in Nature," the great beauty of the photographs is not helped by some of the rather irrelevant and inappropriate titles given them. Such a heading as "Little Somebodies" smacks of the cheaper sort of magazine, and is unworthy of the book.

Stencil-craft. By HENRY CADNESS. (10s. 6d. net. Pitman.)

As an exercise in pattern design for teaching the beauty of the convention which has its origin in a frank admission of the nature and limitations of material and method, stencilling has much to recommend it as an educational craft. It also has the advantages of being easily treated as a class subject and of requiring no special and costly equipment. Its limitations, from the point of view of the educationist, are that it deals solely with the decorative side of design, and not at all with the more important beauty which is dependent on structure. It is, however, well worth a place in the art syllabus of the secondary school, while for the art student it is a craft of considerable commercial value. Mr. Cadness, who is a teacher of experience, has given us a well written, well illustrated, and exceedingly practical manual of the subject, which should be of equal value to the teacher, student, or craftsman.

HISTORY.

"University of London Intermediate Source-Books of History."—No. III: *England Under the Lancastrians.* By J. H. FLEMMING. (12s. 6d. net. Longmans.)

Miss Fleming's volume of extracts from original sources follows the lines laid down by its two predecessors in the London Intermediate series. It begins with a scholarly and illuminating account of the primary authorities for the Lancastrian period. Then it gives a copious collection of gobbets classified under the headings: (1) Political, (2) Constitutional, (3) Ecclesiastical, (4) Economic and Social, (5) Ireland. The value of the book would have been greatly enhanced if the extracts had been accompanied by fuller explanations of why they have been chosen and what is their significance. As it stands, the volume is too much a mass of undigested material, beyond the assimilative capacity of the average intermediate student. The use of this illuminating series of source-books in schools and by private readers is discouraged by the stern determination of the editors to give no assistance to students in their endeavours to discover what it is all about. The political histories to which they refer their bewildered disciples do not give adequate information in the ecclesiastical, social, and economic sections. In the case of the present volume, a further discouragement is its abnormally high price.

A History of the Perse School, Cambridge. By J. M. GRAY. (10s. 6d. net. Bowes.)

Mr. J. M. Gray has produced a book which is of deep interest, not only to educationists, but to all students of English social life during the past three hundred years. He begins with a sketch of Dr. Stephen Perse, Fellow of Caius College, founder of the school, a worthy man who oscillated in a curious manner between divinity and medicine, during the half-century 1565-1615. Perse, in his will, left property calculated to bring in £60 a year for the maintenance of a free school with a master and an usher. In the course of two centuries the value of the property increased tenfold; but the school was allowed to languish, while the trustees increased their own emoluments from £9 to £840 per annum. A reformation and reconstruction were made in 1841, and since then the record of the school has been one of continued and remarkable progress.

The King's Council in the North. By Dr. R. R. REID. (28s. net. Longmans.)

Dr. Rachel Reid has, in this learned dissertation on the Council of the North, produced one of the most important contributions to the study of English Constitutional History that have appeared during recent years. It is not unworthy to rank with Dr. C. A. J. Skeel's masterly work on the Council of Wales. Originally prepared as a thesis for the doctorate of London University, it has been enlarged and rewritten until, after a lapse of ten years, it now is presented as a mature and well rounded volume of over 500 pages. Its subject is sharply and conveniently circumscribed by the dates 1484-1641; the history of the Council lies between its inauguration under Richard III and its abolition by the Long Parliament. The popular view of the Council, which regards it as an irresponsible instrument of royal tyranny, is largely due to the uses to which it was put by Charles I and Wentworth, and to the attacks made upon it by the Parliamentary lawyers. Dr. Reid succeeds in completely vindicating its reputation—at any

rate, during the Tudor period. She shows it to have been a strong and righteous authority, invaluable for the suppression of wickedness and violence, and for the protection of weakness and virtue. Few more remarkable and interesting "revisions of history" have been made in the last decade.

The Story of England. By M. O. DAVIS. (4s. 6d. net. Clarendon Press.)

Miss Davis has written an attractive elementary history of England. The narrative is clear, the illustrations numerous and novel; the printing, paper, and binding all of the usual high quality of the Clarendon Press. A pupil who is taken through this book during the course of a year's lessons will by the end of the period have laid a sound foundation for subsequent study.

RELIGIOUS KNOWLEDGE.

The Friend of Little Children. By the Rev. J. SINCLAIR STEVENSON. (21s. net. Blackwell.)

This sumptuous volume, which is profusely and beautifully illustrated both with coloured pictures and engravings, admirably produced, gives in simple colloquial English the story of the Gospels. It is divided into ten parts. The volume would form an excellent prize-book for a young child, and would be of service also to those who have infant classes to teach. The type, printing, and illustrations are excellent.

An Encyclopædia of Religions. By M. A. CANNEY. (25s. net. Routledge.)

Prof. Canney's one-volume "Encyclopædia of Religions" is a veritable *tour de force*. In the space of nearly 400 double-column pages he, single-handed, has managed to survey practically all the salient facts and aspects of his subject. Thus, the reader who desires to find some information about any matter connected with the study of comparative religion will not consult Prof. Canney's pages in vain. To select but a few of the topics, we find articles on such important subjects as "Monism," "Monolatry," "Muhamadanism," "Sacraments," side by side with "Muggletonians," "Mithraism," "Hindu, Egyptian, Assyrian, Zend, and other terms. One rarely finds gaps, but some occur (e.g. "Judaism," "Testimonia" seem to be absent). The articles are brief and to the point, and provide valuable references to the important authorities dealing with the subject. In some cases (e.g. "Virgin-Birth") these references are too meagre, and might well be supplemented. The work, as a whole, is exceedingly useful, and will be found of constant service by students who desire to handle a convenient book of reference.

Studies in Christian Philosophy. By the Rev. Prof. W. R. MATTHEWS. (12s. net. Macmillan.)

Prof. Matthews's Boyle Lectures, contained in this volume, are quite admirable. They are a shining example of how philosophical questions should be handled. The author is the master of a graceful style, and expounds his themes with a lucidity and forcefulness which make the book a delight to read. He is, moreover, an adept in modern philosophical studies, and in every way thoroughly well equipped for his task. The subjects with which he deals are of fascinating interest: Is there a Christian Philosophy? the Christian view of the World; Ethical Theism as a "live option"; the Moral Argument for Theism; Divine Personality; the Idea of Creation. The statement and discussion of the problems involved in every case are remarkably able, but perhaps the most valuable are embodied in Lectures IV and VI. The former of these is a masterly presentation of the moral argument for Theism. This could hardly be bettered. The author shows that morality is essentially irrational on any other hypothesis than that of Theism. There is much, too, that is valuable in Lecture VI ("The Idea of Creation"), where the whole discussion is illuminating. We believe this is Mr. Matthews's first book. It is a real and timely contribution, and will at once establish the reputation of its author as a philosophic theologian who has something really important to say. In his opening lecture, Mr. Matthews says: "No more dangerous and insidious attack can be imagined than the suggestion, widespread and supported by men of deserved reputation, that the fundamental Christian affirmations are incompatible with modern knowledge—that the human mind has transcended them and left them behind." The present volume is a sufficient refutation of this idea. The author rightly claims that "there is a world view implicit in all religions, and Christianity, as a specific form of religion, has a definite philosophy of its own." He adds: "When we are dealing with historical or scientific criticism, we may be content to leave many questions open and undecided as not touching the core of our faith, but, when we are confronted with philosophical results claiming to be certain and contradicting the view which is involved in Christianity, we are called upon to defend the central citadel. In the long run we must find some answer or perish."

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1. Complete the following jests and repartees:—

- (a) "And, doctor, do you really think
That asses' milk I ought to drink?
It cured yourself, I grant, 'tis true,
But then 'twas mother's milk to you."

(b) The "Saye and Sele Arms," near Banbury, bears the family motto, "Fortem posce animum." A wag once translated this: "Ask for strong spirits."

(c) Napoleon once said to a witty Italian lady: "Gli Italiani tutti ladroni." She replied: "Non tutti, ma buona parte."

(d) Lady Manners, who had recently acquired her title, remarked, satirically, to Margaret, the daughter of Sir Thomas More: "Honores mutant mores." Margaret replied: "That goes better in English, Madam: honours change manners."

(e) Archie, Charles I's Court Jester, had an antipathy to Archbishop Laud. Being asked to say grace when the latter was dining with the King, he delivered himself as follows:—"Great praise be given to God and little Laud to the devil."

2. Complete the following quotations and name the author:—

(a) There is nothing contrived by man by which so much happiness has been produced as by a good tavern.—(Johnson.)

(b) And the devil did grin, for his favourite sin
Is the pride that apes humility.—(Coleridge.)

(c) Remembrance* is the only Paradise out of which we cannot be driven.—(Richter.)

(d) In that high place he had so borne himself that all had feared him, that most loved him, and that envy herself could deny him no title to glory, except virtue.—(Macaulay, on Warren Hastings.)

(e) It doesn't matter what children learn at school, as long as they don't like it.—(F. P. Dunne.)

[This is really a translation from "Mr. Dooley's Philosophy," the original being: "I don't care what ye larn thim so long as 'tis onpleasant to thim."]

(f) Rumour is like bees; the more you fight them, the more you don't get rid of them.—(H. W. Shaw.)

(g) The offender never pardons.—(Herbert.)

(h) Knowledge is so proud that he has learned so much;
Wisdom is humble that he knows no more.—(Cowper.)

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"Hier, l'Empereur a été reçu à Fontainebleau, au milieu des acclamations."

(Continued on page 102.)

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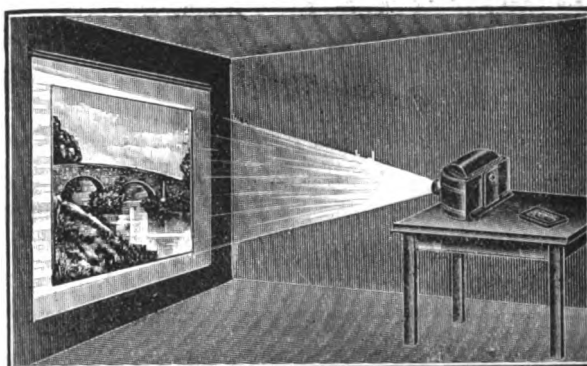
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4. What are the six best biographies in the English language (Boswell excluded)? A question, strictly speaking, impossible to answer, for much depends on taste, and probably no two lovers of biography would agree. Nevertheless, it is interesting to attempt a list. The Prize Editor, distrustful of his own idiosyncrasies, took counsel with others, and, as a result, names three without hesitation: Lockhart's "Scott," Trevelyan's "Macaulay," and Froude's "Carlyle." The other three must be chosen, he thinks, from amongst Southey's "Cowper," Mrs. Gaskell's "Charlotte Brontë," Cook's "Florence Nightingale," Henderson's "Stonewall Jackson," Southey's "Wesley," Bosworth Smith's "Lawrence." Without attempting to dogmatize, he would vote for the first three. Carlyle's "Sterling" is a vivid and charming sketch, but it does not pretend to be a complete biography; some sides of Sterling's character are not fully portrayed. Such works as Carlyle's "Frederick" and Masson's "Milton" are scarcely biography in the strict sense of the term. Forster's "Goldsmith" is a solid piece of work, but the style is unattractive.

A Prize of Two Guineas is offered for the best translation of the following extract from Balzac's "Le Chef-d'œuvre inconnu":—

La mission de l'art n'est pas de copier la nature, mais de l'exprimer, s'écria vivement le vieillard. . . . La Forme est un Protée bien plus insaisissable et plus fertile en replis que le Protée de la fable, ce n'est pas après de longs combats qu'on peut la contraindre à se montrer sous son véritable aspect; vous autres! vous vous contentez de la première apparence qu'elle vous livre, ou tout au plus de la seconde, ou de la troisième; ce n'est pas ainsi qu'agissent les victorieux lutteurs! Ces peintres invincibles ne se laissent pas tromper à tous ces faux-fuyants, ils persévèrent jusqu'à ce que la nature en soit réduite à se montrer toute nue et dans son véritable esprit. Ainsi a procédé Raphaël, sa grande supériorité vient du sens intime qui, chez lui, semble vouloir briser la Forme. La Forme est, dans ses figures, ce qu'elle est chez nous, un truchement pour communiquer des idées, des sensations, une vaste poésie. Toute figure est un monde, un portrait dont le modèle est apparu dans une vision sublime, teint de lumière, désigné par une voix intérieure, dépouillé par un doigt céleste qui a montré, dans le

passé de toute une vie, les sources de l'expression. Vous faites à vos femmes de belles robes de chair, de belles draperies de cheveux, mais où est le sang qui engendre le calme ou la passion et cause des effets particuliers. . . . Parce que vous avez fait quelque chose qui ressemble plus à une femme qu'à une maison, vous pensez avoir touché le but. Ha! ha! vous n'y êtes pas encore, mes braves compagnons, il vous faudra user bien des crayons, couvrir bien des toiles avant d'arriver. Assurément, une femme porte sa tête de cette manière, elle tient sa jupe ainsi, ses yeux s'alanguissent et se fondent avec l'air de douceur résignée, l'ombre palpitante des cils flotte ainsi sur les joues! C'est cela, et ce n'est pas cela. Qu'y manque-t-il? un rien, mais ce rien est tout. Vous avez l'apparence de la vie, mais vous n'exprimez pas son trop plein qui déborde, ce je ne sais quoi qui est l'âme peut-être et qui flotte nuageusement sur l'enveloppe; enfin cette fleur de vie que Titien et Raphaël ont surprise.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on February 14, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

In memory of the late Sophie G. L. Adams, and as a tribute of admiration and gratitude for the work she did for the pupils of the Macclesfield High School, it has been decided to try to raise a fund for a scholarship for students going on to a university, to be called the Sophie Adams Scholarship. Donations may be sent to the Treasurer at Ravenswood, Park Lane, Macclesfield.

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For particulars of other Departments apply to the Secretary.

Nearest Stations: South Kensington and Gloucester Road.

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GAMES, DANCING, SWEDISH GYMNASTICS.—For trained and certified teachers having had experience, apply to THE SECRETARY, Association of Past Students, Physical Training College, Liverpool.

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ASSISTANT MISTRESS disengaged. B.Sc. (London). Botany, Chemistry, Physics, Maths., Physiology, Hygiene, Aged 26. Experienced.—HOOVER'S (Educational Agents), Ltd., 361 Oxford Street, London, W.1.

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Posts Vacant.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the **Continental Secretary of the Girls' Friendly Society**, 14 & 16 Holborn Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

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Posts Vacant—continued.

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CHEL TENHAM LADIES' COLLEGE.

The Council invite applications for the office of **PRINCIPAL**, which will become vacant on 31st July next. The Principal must be a member of the Church of England. All information and forms of application may be obtained from the **SECRETARY**, Ladies' College, Cheltenham. Applications must be forwarded not later than 15th February, 1922.

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ST. LEONARD'S SCHOOL, ST. ANDREWS. The Council invite applications for the office of **HEAD MISTRESS**, which is now vacant. It is proposed that the new Head Mistress shall begin her duties in September. All information and forms of application may be obtained from the **SECRETARY**, St. Leonard's Lodge, St. Andrews, Fife. Applications should, if possible, be forwarded not later than 15th February, 1922.

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MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES.

AN INTERNATIONAL FELLOWSHIP. value £300, is offered by the **BRITISH FEDERATION OF UNIVERSITY WOMEN** for the academic year 1922-3. The Fellowship is open to all members of the British and other Federations forming branches of the International Federation of University Women, and will be tenable in any foreign country selected by the Fellow. Further particulars may be obtained from the Secretary, British Federation of University Women, 73 Avenue Chambers, Vernon Place, London, W.C.1. Applications for the Fellowship must be received by the SECRETARY not later than March 1st.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford in March, 1922, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination is held each June to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CHELTENHAM LADIES' COLLEGE.—An examination for an ENTRANCE SCHOLARSHIP of £60 will be held in May, 1922. Candidates must not be over 15 or under 13 years of age. For further particulars apply to the SECRETARY, Ladies' College, Cheltenham.

CRANBROOK SCHOOL, KENT.—Head Master, Rev. C. F. PIERCE, M.A. EXAMINATIONS for ENTRANCE SCHOLARSHIPS and EXHIBITIONS are held in March, June, and November. For particulars apply to the HEAD MASTER, The School House, Cranbrook, Kent.

DULWICH COLLEGE. SCHOOL SCHOLARSHIPS are open for competition in May. Candidates for the Senior Scholarships must be under 17. Candidates for the Junior Scholarships must be under 13. Full particulars and entrance forms may be obtained on application to the SCHOOL SECRETARY, Dulwich College, S.E.21.

SCHOLARSHIPS. **FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.**—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in April. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C.1.

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OPEN ENTRANCE SCHOLARSHIPS. TWO OPEN ENTRANCE SCHOLARSHIPS, each of the value of £100, will be awarded, one in ARTS and one in SCIENCE, in September, 1922. An OPEN WAR MEMORIAL SCHOLARSHIP, of the value of £200, will be awarded in SCIENCE in September, 1922.

GUY'S HOSPITAL DENTAL SCHOOL.

OPEN ENTRANCE SCHOLARSHIPS.

An OPEN WAR MEMORIAL SCHOLARSHIP in ARTS, of the value of £40 per annum for four years, will be awarded in September, 1922.

An OPEN ENTRANCE SCHOLARSHIP in SCIENCE, of the value of £40 per annum for not more than four years, will be awarded in September, 1922.

Full particulars of the conditions and copies of previous Examination papers can be obtained from the DEAN, Guy's Hospital Medical School, London, S.E.1.

LANSING COLLEGE SCHOLARSHIPS.—Entrance Scholarships will be offered for competition in first week in June. Candidates must be over twelve years of age and under fourteen on June 1st.

(a) Six SCHOLARSHIPS (at least), Classical and Modern, varying from £100 to £50 per annum.

(b) Two CHORAL EXHIBITIONS of £30 per annum, open to all boys who can sing and read music.

Full allowance in all cases will be made for age. Candidates will be examined at Lansing, unless further notice is given to the contrary.

For Prospectus and all additional information, apply to the Head Master, Rev. H. T. BOWLBY, Lansing College, Shoreham, Sussex.

NEWMHAM COLLEGE.—NINE SCHOLARSHIPS, one of £60, and others of £50 and £35, are offered in March on the results of a joint examination with Girtton College. A certain number of EXHIBITIONS may also be awarded. Particulars can be obtained from the PRINCIPAL.

ROYAL HOLLOWAY COLLEGE. (UNIVERSITY OF LONDON.)

Principal: Miss E. C. HIGGINS, B.A.

THE EASTER TERM commences on Monday, May 1st, 1922. The College prepares young students for the London Degrees in Science and Arts.

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For further particulars apply to the SECRETARY, Royal Holloway College, Englefield Green, Surrey.

ST. JOHN'S SCHOOL, LEATHERHEAD.—In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 45 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz., Clergy 95 guineas, Laymen 105 guineas per annum. Day-Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, &c. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £45, £35, and £25 per annum. Scholarship examination for 1922 and 1923 on the first Wednesday in July; entries close the last day of June. For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

S. PETER'S SCHOOL, YORK.

An Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations. Further details from—

S. M. TOYNE, M.A., Head Master.

See also page 67.

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St. Andrew's Hall (Women).	Cintra Lodge (Women).

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An Examination for one or more Scholarships in Music, each of about £26 per annum, will be held at the College on July 12, 1922. Entries must be sent in by June 28, 1922.

The Scholarships are tenable at the College for not more than three years from October, 1922. Further particulars of the Scholarships, and Prospectuses of the College, may be obtained from the Registrar, University College, Reading.

FRANCIS H. WRIGHT, Registrar.

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MEMORIAL FELLOWSHIP, value \$1,000, is open to British women of graduate standing for the purpose of a year's post-graduate study in an American College or University. The Fellowship for the academic year 1922-23 will be awarded in February, 1922. For further information, apply to THE SECRETARY, International Federation of University Women, 66 Avenue Chambers, Vernon Place, London, W.C.1.

WESTFIELD COLLEGE. (UNIVERSITY OF LONDON.)

Chairman of Council: T. W. H. INSKIP, Esq., K.C., M.P.

Principal: Miss E. C. LODGE, M.A., F.R.Hist.S. A SCHOLARSHIP Examination will be held in March, at which College Scholarships of £75 and £50 a year, and two GOLDSMITH Scholarships of £50 a year, and a few small EXHIBITIONS, will be offered for competition.

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For further particulars apply to the PRINCIPAL—WESTFIELD COLLEGE, Hampstead, N.W.2.

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SIX SCHOLARSHIPS for CLASSICS or MATHEMATICS,

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Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 103.

LANCASHIRE EDUCATION COMMITTEE.

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Required, on May 2nd, a FORM MISTRESS (Graduate) to Classics, with History or Scripture as subsidiary subject. Burnham scale. Apply, stating age, qualifications, &c., to the HEAD MISTRESS, on or before February 14th.

STAFFORDSHIRE EDUCATION COMMITTEE.

WESTWOOD HALL GIRLS' HIGH SCHOOL, LEEK.

Wanted, after Easter, MATHEMATICAL MISTRESS. Degree or equivalent. Subsidiary subject: English, French, or Drawing. Burnham scale. Apply—HEAD MISTRESS.

ST. FELIX SCHOOL.—Wanted, in May, a MISTRESS to take History, chiefly in Junior and Middle School. History Tripos preferred. Salary commencing from £250. Apply—HEAD MISTRESS.

NOVA SCOTIA.—Required, FRENCH MISTRESS for Ladies' College, Halifax. Salary £150-£200, resident. Passage paid. Apply—THE SECRETARY, S.O.S.B.W., 46 Victoria Street, London, S.W.1.

PUTNEY HIGH SCHOOL. (G.P.D.S.T.)

(1) Wanted, at once, a MISTRESS to take Middle School subjects, especially Mathematics.
(2) Wanted, at once or next term, a well-qualified ART MISTRESS, to teach Drawing one or two mornings a week, with a prospect of increased work later on.
(3) Wanted, in May, a JUNIOR SCHOOL MISTRESS, with training and some experience.
Apply to the HEAD MISTRESS, 35 Putney Hill, S.W.15.

Posts Vacant—continued.

EASTER VACANCIES.

ASSISTANT MISTRESS to teach a first-rate French. Salary according to Burnham scale. Resident. First-class School. within one hour's journey of London.—No. 409.

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GRADUATE required for Public Secondary School, specially qualified to teach English and History. French and Drawing subsidiary. Salary according to Burnham scale.—No. 402.

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GRADUATE for Latin, Mathematics, and History. Salary according to experience up to £140 res.—No. 211.

BRITISH WEST INDIES.—**ASSISTANT MISTRESS** wanted, to enter on duties in September. Latin, French or Spanish, Mathematics, and English. Salary £200 res.—No. 406.

For further particulars address—

GRIFFITHS, POWELL & SMITH,
Education Agents.

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No preliminary fee. Commission charges moderate.

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AN ASSISTANT MISTRESS required, to take up her duties after Easter, at an important Recognized School in the Home Counties. Honours Graduate in History is looked for, offering Classics or Mathematics as a subsidiary subject. Salary offered £170 per annum, together with board and res., rising by annual increments of £10 to £300 per annum.—No. 20,801.

AN ASSISTANT MISTRESS required, to take up her duties after Easter, at a high-class Girls' Day and Boarding School in the Lake District. Her subjects should include good Mathematics and History up to Senior Cambridge standard, together with one or more of the following as subsidiary subjects:—Botany, Elementary Science, Ablett's Drawing. Salary offered from £100 to £120 per annum, according to qualifications and experience, with a pension scheme attached, in addition to board and res.—No. 20,805.

AN ASSISTANT MISTRESS required, to take up her duties after Easter, in a Girls' Secondary School in the East of England, to teach English and History as her chief subjects, together with Drawing and French. The post will be a non-res. one, and salary in accordance with the Burnham scale.—No. 20,757.

AN ASSISTANT MISTRESS required, as soon as possible, for a Roman Catholic Convent in the North of England. A University Graduate is looked for offering good general subjects. Salary offered from £100 to £120 per annum, together with board and res., according to qualifications and experience.—No. 20,797.

SENIOR ENGLISH MISTRESS required, to take up her duties after Easter, at a small high-class Girls' Boarding School in the Home Counties. A candidate is looked for who has prepared pupils for the Senior Cambridge Examination in all English subjects. Salary offered about £100 per annum, together with board, res., and laundry.—No. 20,823.

Mathematical and Science Mistresses.

SCIENCE MISTRESS required, to take up duties in January, to teach Botany, Zoology up to First Medical standard, with subsidiary Physics and Applied Mathematics, in important Girls' School in South-west of England. Post res. and salary according to Burnham scale.—No. 20,691.

MATHEMATICAL and GEOGRAPHY MISTRESS in high-class Private Girls' School in North Wales, to take up duties in May. Salary £110 res.—No. 20,748.

VISITING SCIENCE MISTRESS, to take up duties for the coming term, to teach Botany, together with General Experimental Science, in important Roman Catholic Secondary School in the London area. Fees offered 10s. 6d. per hour.—No. 20,750.

MATHEMATICAL MISTRESS, to take up duties in May, in important Girls' Boarding

School in Home Counties. Post res. and salary according to Burnham scale.—No. 20,742.

MATHEMATICAL and GEOGRAPHY MISTRESS, to take up duties in May, for high-class Girls' Private School in Home Counties. Candidate appointed should be able to teach up to Senior Cambridge and Matriculation standard. Salary offered £150 res.—No. 20,700.

SCIENCE MISTRESS in large Roman Catholic Convent in the Midlands, to teach Botany and General Elementary Science, together with elementary Form Work. Salary not less than £100 res.—No. 20,690.

SCIENCE MISTRESS required after Easter for a Girls' Boarding and Day School in the Home Counties, to teach Geography, Botany, and General Science. Salary offered from £100 to £110 per annum, in addition to Board and Residence, according to qualifications and experience.—No. 20,818.

MATHEMATICAL MISTRESS required, to take up her duties after Easter, at an important Public School in the Home Counties. A University Graduate is looked for. The post is a non-resident one, and the salary according to Burnham scale.—No. 20,819.

General Junior Form and Boys' Preparatory Mistresses.

KINDERGARTEN MISTRESS required, to take up duties in May, in Girls' Private School in South-west of England. Salary about £80 to £100 res.—No. 20,751.

JUNIOR ASSISTANT MISTRESS required, to take up her duties after Easter, in an important Girls' Public School in the London area. The candidate appointed must be trained and have had previous experience. The post is a non-resident one, and salary according to qualifications and experience.—No. 20,810.

AN ASSISTANT MISTRESS required to take up her duties after Easter, in a high-class Boys' Preparatory School in North Wales. Her subjects must include the usual Junior Form subjects, with good Drawing. Salary offered about £80 to £100 per annum, in addition to board and residence, according to qualifications and experience.—No. 20,133.

AN ASSISTANT MISTRESS required, to take up her duties after Easter, in an important Boys' Preparatory School on the South Coast, to teach Music, Singing, together with general elementary English subjects. Salary offered from £60 to £80 per annum, together with board and residence, according to qualifications and experience.—No. 20,317.

AN ASSISTANT MISTRESS required, to take up her duties during the course of the present term or after Easter, in a high-class Church of England School for Girls on the South-east Coast. Her subjects should include junior English subjects and Music. Salary offered about £70 p.a., together with board and res., with a prospect of increase should the candidate appointed prove satisfactory.—No. 20,436.

JUNIOR MISTRESS required, to take up her duties after Easter, in a small high-class Preparatory School for Boys and Girls in the London area. She should be able to teach general elementary subjects and have had some Froebel training. The post could be held either as a resident or non-resident one, and in either case salary will be offered according to qualifications and experience.—No. 20,806.

Games and Physical Culture Mistresses.

DRILL AND GAMES MISTRESS in high-class Girls' Private School in London area. Candidate should be able to undertake Elementary subjects as well.—No. 20,523.

PHYSICAL CULTURE MISTRESS to take up duties in September, 1922, in important Girls' School, recognized by the Board of Education. She will be required to teach Drill, Games, Dancing, and Remedial Work, and must be a member of the Church of England. Post res. and salary in accordance with the Burnham scale.—No. 20,179.

PHYSICAL CULTURE MISTRESS required, to take up her duties after Easter, in a high-class Girls' Private School in the Home Counties. The post will be a resident one, and a good salary will be offered, according to qualifications and experience.—No. 20,803.

GAMES MISTRESS required, to take up her duties after Easter, in an important Girls' School in the Home Counties. A Bedford student preferred. The post is a resident one, and a good salary will be offered, according to qualifications and experience.—No. 20,826.

PHYSICAL CULTURE MISTRESS required, to take up her duties on February 28th, at a County Secondary School in the Home Counties. Salary offered about £90 to £100 per annum, according to qualifications and experience, together with board and residence.—No. 20,814.

A TEMPORARY PHYSICAL CULTURE MISTRESS required for an important Grammar School in the North of England. The post will be a non-resident one, and salary according to qualifications and experience.—No. 20,811.

Music Mistresses.

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MUSIC MISTRESS required, to take up her duties after Easter, in a Girls' Private School on the South Coast. Her subjects should include Pianoforte, elementary Violin, Class and Solo Singing, together with Aural Culture. Salary offered £60 to £75 per annum, together with board and res., according to qualifications and experience, with a prospect of increase should the candidate appointed prove satisfactory.—No. 20,800.

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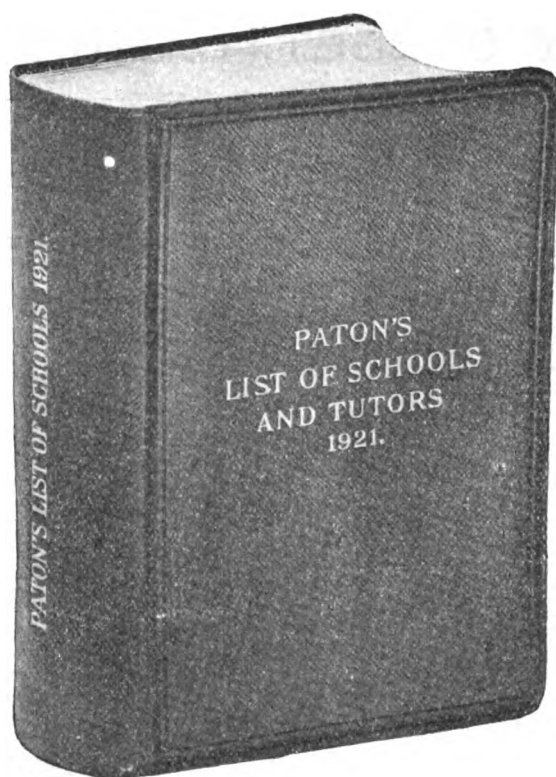
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1922.

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THE organizers of the recent Conference of Educational Associations in London were happy in their inspiration to set apart three public meetings to the discussion of education from as many different aspects. Some speakers at the various meetings seemed to feel called upon to defend the claims of the particular aspect they were discussing at the moment: but obviously there is no conflict among the points of view that regard education as a mission, as a science, as an art. It can be, and in fact is, all three. Everything depends on the aspect that is most prominent at a given meeting.

Naturally and properly, the mission came first; certainly it could not have fallen into better hands. The key-note of Principal Jacks's address was the claim so ingeniously made for Dominion status for education—home rule, freedom from political interference. The point was admirably made, and proved very convincing; but the speaker showed less than his accustomed dialectical skill in citing Plato as a friendly witness. No doubt those philosopher kings have an almost irresistible attraction for the educational theorist, but their aid is dearly bought when the reference incites opponents in their turn to subpoena the great academic on their own side. Against Principal Jacks's appeal to the "Laws" his adversaries might refer to "The Statesman" and the "Euthydemus," from which Prof. John Burnet infers "that the art of education will be subordinate to that of politics, and that the educator must take his orders from the statesman as to the sort of character to be produced in the souls of the citizens." No doubt Principal Jacks could make some clever play for the defence by challenging the identity of the statesman with the politician, and to one so thoroughly on his side as I am the play would be very attractive; but, after all, it cannot be denied that, so far as Plato's views are concerned, politics is architectonic to education, which is precisely what the missionary for education does not see his way to admit.

But, even if the educator must take his orders from the statesman, this subordination applies only to the nature of what is to be produced—"the sort of character to be produced in the souls of the citizens." The mode of producing that character must be left to the educator himself. Here he is an expert in his own domain, and takes orders from nobody. Is there, then, a science of education? This question Dr. Maxwell Garnett did not quite face; he rather took it for granted that the scientific standing of education was recognized—which is not a very unreasonable attitude for a man to take who has produced such a monumental work on the scientific side of education. He might well ask: If education is not a science, what do you call all this material that I have worked up? Besides, the very form in which the programme was drawn up warranted the speaker in assuming what some at least of his audience would have liked to see demonstrated. What troubled many of the hearers, following Dr. Strong, was the nature of the central direct interest that the speaker demanded. Could it be obtained in schools with their present wide range of subjects, or was it to be looked for in the future vocational interests of the pupils? Dr. Maxwell Garnett will no doubt on a future occasion return to this important point. One of his critics pointed out that it was difficult to separate the two personalities of the lecturer—the Principal of an important technological college and the Secretary of the League of Nations Union—but the point could be met by simply asking, in reply, why the two should be separated at all. Science can surely be applied to life, so Dr. Maxwell Garnett was entitled to make his point by asking: "What if education is so unlike engineering that scientific thinking does not help it? What if education is only an art?" We must have a reasonable foundation on which to build our educational organization, so that we naturally look to the scientific group of our educationists for guidance. Principal Jacks has provided us with stimulus, and has shown us the spirit in which we must work. Dr. Maxwell Garnett indicates at least one

possible scientific basis on which to build. When we come to the third leg of the tripod we are faced by a curious, but natural, confusion between two different, but not necessarily contrary, points of view.

Canon Masterman made the point that, as the nineteenth century was mainly given up to the scientific spirit, and the resulting pursuit of truth as such, so the twentieth century may possibly devote itself to the pursuit of beauty, which he described as the ultimate ideal of education. Though Mr. Clegg afterwards challenged this necessary connexion between art and beauty, the general impression of the plain man is that art and beauty are more or less inseparable. Miss Douglas's paper ran certainly on these lines. Indeed, the whole three papers at this meeting agreed in a practical identification of art with the *fine arts*. It was not made sufficiently clear that the mere practice of education could itself be treated as a fine art. Mr. Clegg approached this view when he spoke of Mr. Bernard Shaw's devastating epigram—"He who can, does; he who cannot, teaches"—and Canon Masterman hinted at it while laying emphasis on the two qualities of all true education—magnanimity and magnificence. But there is an aspect of fine art which ought to have had more prominence: the power of doing swiftly and unerringly whatever has to be done in the application of an art. This quality can be best understood by contrast with its opposite, which is *fumbling*. The teacher, as an artist in his craft, knows exactly what to do in whatever circumstances may arise, and does it without hesitation. He owes this power only partly to training, and therefore to science; but his innate power produces its highest results only when it obtains the guidance that science can give. Skill in our craft needs knowledge, but it also demands sympathetic practice. Art is as essential to the teaching craft as is science. Our profession stands securely only when it can depend on all three legs of the tripod—on moral inspiration, on scientific knowledge, and on artistic perception and appreciation.

J. A.

INTELLIGENCE TESTS.

By T. G. TIBBEY.

ALTHOUGH Dr. Rusk would find their origin among the ancients and credit Plato with a recognition of their need, in our present acceptance of the term intelligence tests are yet in their teens. Hence the contrasted attitudes of enthusiasm and criticism with which they were received at the Conference, for, whilst audiences were large whenever the subject was announced, the critical attitude of some speakers found ready support. Thus, Prof. Pear, in an interesting paper read before the British Psychological Society, brought to the focus of attention certain criticisms, of which mental tests had for some time past been the target, though, as Dr. Ballard pointed out in opening the discussion, he did not make sufficiently clear the distinction between individual tests, to which but few of his points applied, and group tests, the fallibility of which in individual cases is recognized. Granted this, however, there was justification for his suggestion that the attempt to create by the tests a situation which should be a miniature of one in real life often failed by neglect of the conative and emotional significance of certain elements that would be present in the actual situation, and also that the possibility of the solution of the same test by such different mental processes as visual imagination, motor memory, or reason, was often overlooked, recognition of the process involved being essential to a due appreciation of the significance of the results. The problem as to whether or not a time limit should be imposed has its significance here also. Indeed, the tests too often failed to take account of the subtler differences of mind, and depended too greatly upon power of rapid adjustment to a situation than which there were other factors in life more vital. As important also as the attitude of the subject was that of the tester, and Jung's differentiation of the introvert and the extrovert threw much light here. Finally, tests measure cognitive ability and not the ability to appre-

ciate the emotional aspect of the situation, and it was probable that much so-called stupidity was emotional rather than intellectual in origin.

Dr. Rusk before the Child Study Society was more hopeful; he, primarily concerned with the detection and efficient education of the super-normal child, urged the necessity of early application of tests of this character, with the view of such detection at the beginning of the child's career, and their repetition towards the middle and the end of the school period. He raised no question as to the ability of teachers to apply these tests, and indeed urged that the detection of inferior and superior ability should be specifically among their duties, giving instances from his own experience where such tests had served to reveal exceptional ability. Prof. Adams, treating the subject in the second of the four lectures he delivered for the College of Preceptors, was more judicial in his attitude. He urged that, whilst teachers were entitled to use them for practical guidance, the expectations that were at first aroused had hardly been justified, and pointed out that some psychologists were sceptical of the power of teachers to apply mental tests successfully. Yet as against this he quoted the success of Miss E. M. Hughes, in their application to her school of three hundred girls, who found that the results correlated highly with those of examination tests, but not so with the estimates of the school staff. Here, again, it was not made clear that, whilst this example had reference to group tests, the psychologists' doubt concerned the individual method. But whilst Prof. Adams advised teachers not to concern themselves with the detection of defective and super-intelligent children, he suggested that the tests would be valuable in aiding the promotion of normal children.

Obviously it was this practical aspect which had been the concern of the London Head Teachers' Association, the president of which, in his capacity of chairman of its research committee, conjoined with Mr. D. J. Collar to present a report of the results of the application of a series of three tests in eight London schools. The former pointed out that their purpose was specific, not to find out what intelligence was, but who had it, and to what degree; to discover the reactions of their pupils to certain elements in a somewhat elastic curriculum that they might be able through the knowledge so obtained to adapt their school work more effectively to their needs. It should be possible also for teachers to test the conclusions of the experts under normal school conditions. Individual tests were not suitable, because they took much time and needed the expert for their application. Resort had to be made to group tests, and here the factor insisted upon, as too often overlooked, was the need of careful regard of procedure and caution in drawing conclusions. This note of caution was emphasized by Mr. D. J. Collar. He had investigated by statistical methods the reliability of the three tests used—numerical, analogies, and absurdities—and had found it high; he had also deduced norms of performance for the ages nine to thirteen years, which would give some indication of the standing of individual pupils in relation to others. Yet he urged caution in the application of such results to the determination of an intelligence quotient for individual children, since the increase of score with increasing age could not be dissociated from the moral and material effects of education; though primarily tests of intelligence, like all others they were to some extent tests of attainment.

MUSIC.

AT the recent conference of educational associations, held at University College, the question of musical education in schools was again widely discussed. We are seeing "a musical renaissance breaking over the country," said Colonel Somerville, in his lecture on "The Military Band and its Influence on Public Taste." Our leading institutions, such as the Royal Academy of Music, the Royal College of Music, and the Guildhall School of Music, are full to overflowing with students clamouring for musical education. "Many musicians wondered why they were not admitted into the edu-

cational council of the nation," said Mr. M'Leod, of Edinburgh, in his address, "The Musician in the School." "He had failed in the past to show that music was as essential to the life of the people as other subjects." The necessary qualifications of a music teacher were dealt with by the Principal of Armstrong College in his address to the Incorporated Society of Musicians. He said: "They demanded of music teachers evidence of a good general education, evidence of proficiency in music, and evidence of capacity to teach music." His plea for "the expert advice of a council authorized to speak for the profession" should not be allowed to fall on deaf ears.

Mr. Frank Roscoe, Secretary to the Teachers Registration Council, emphasized the importance of recognizing music as a qualifying subject in examinations, as otherwise it was bound to be neglected when the other subjects were being pressed. While the condemnation of bad pianos was urged by one speaker, the claims of mechanical "music makers," such as the pianola, and more especially the gramophone, found staunch champions in such well known authorities as Dr. Walford Davies and Mr. Armstrong Gibbs. As a correspondent to the *Times* recently pointed out, there are still people who regard the gramophone as a nuisance rather than a musical instrument. But this is mere prejudice; such people can never have heard a fine gramophone or a really good record, and there are plenty of both. There are many teachers who will distinctly disagree with Dr. Walford Davies's remark: "Don't teach the children to read music—let them catch it, like they catch the mumps or the measles." "Music," said Dr. Davies, "involves three things dear to English people: energy, skill, and discipline." Is not Dr. Walford Davies rather inclined to lay undue stress on the former virtue only? Stock the child's mind with good and jolly tunes, folk songs, chorus songs, part songs, and let him hear as much good music as you like—the real teacher will know how judiciously to combine example and precept—and the child will be none the worse for knowing something about "how it is done." It almost seems necessary to remind Dr. Walford Davies that children sometimes grow up, and that there are such things as orchestras and choral societies to be kept going; and, although the uneducated person can doubtless find a good deal of interest and relaxation in the pursuit of music, with nothing more than his ear to guide him, yet we venture to think that the elements, properly taught, have as real an educational value as any other subject, and, unlike a good many that crowd the school curriculum, remain with the child as a permanent possession.

INCORPORATED ASSOCIATION OF HEAD MASTERS.

THE Lord Mayor welcomed the Association in hospitable civic style, and the members of the Association present, to the number of nearly two hundred, in their turn welcomed the new President, Mr. C. M. Stuart, of Catford, and listened to his discussion of some of the puzzles of present-day education: "Is payment to induce boys to stay at school justifiable?" "Should patriotism give place to internationalism?"

Passing from conundrums, the Association proceeded to debate two motions:

(1) That this meeting, while recognizing the need for economy in every department, is of opinion that the recently awakened public interest in education demands that no hindrance of any kind shall be placed in the way of educational progress.

(2) That the financial provisions of the Education Act of 1918 constitute a deplorable check upon every sort of educational development, and that there is urgent need for such a revision of the Act as will restore both to local education authorities and to the Board of Education the initiative of which both are now deprived.

The Burnham scales, of course, were mentioned in these and other resolutions. It was stated that, while head masters were little affected, in most cases, by the provisions of the agreement, speakers felt sure that the withdrawal of the scales would result in a dearth of assistant masters. The "Inchcape Rock" and the "Man with the axe" were incidentally treated as educational calamities. Both motions were passed.

A group of rather vague resolutions was accepted with very little opposition:

(1) That this Association, while welcoming the general conclusions of the Report, is strongly opposed to the recommendation that pupils should be transferred by compulsive action on the part of the central or local education authority from one secondary school to another, in order to obtain instruction in classics, believing that the disadvantages attending such transfer have been underrated in the Report, and that such a plan is against the best interests both of the schools and of classical learning generally.

(2) That this Association, having in mind the recommendations of the English, Modern Languages, and Science Reports, is of the opinion that—

(a) Candidates in the Entrance Scholarship Examination to Public Schools and in the Common Entrance Examination should not be encouraged to take Greek;

(b) Latin should not necessarily be a normal subject in the curriculum of all secondary schools;

(c) That Latin should not be a necessary subject in all arts courses of the universities.

(3) That this Association is of the opinion that the present distribution of scholarships between classics and other subjects at Oxford is unduly favourable to the former, and that the position should be remedied by increasing the number of scholarships available for subjects other than classics.

A delightful address by Sir Henry Newbolt on "Stimulus" intervened, after which the interest of the meeting centred on a resolution relating to "Advanced Courses." So close was the voting that a division had to be taken, resulting in a win for the proposer by 71 to 98.

That this Association cordially welcomes the observations contained in the Report on the Teaching of Classics in favour of greater freedom in advanced work in secondary schools, and desires to urge the Board of Education to recognize that the time has come for abolishing the present Advanced Course Regulations and encouraging the development of the greatest possible variety in secondary-school work of a really high standard.

The fight raged on the word "abolished," as against "modified." Both parties wished to remodel the system, which was said to have outlived its usefulness; neither wanted to do away with advanced study.

Mr. Hurlstone Jones's motion:

That, whatever method is adopted by any education authority for assessing the capacity of children to profit by secondary education, it is essential that neither the right of parents to apply for their children's admission to the schools that they may prefer, nor the right of the head master to accept or reject applicants in accordance with their qualifications, shall be infringed,

raised opposition or support according as members felt the pinch or not. Evidence showed that in certain areas the pinch was sharp and led finally to the adoption of the resolution.

A natural wish that education should be national rather than parochial was responsible for the following:—

That the attempts now being made in many parts of the country to restrict the use of educational facilities provided in any area to the inhabitants of that area is contrary to the general interest, and that local education authorities should be urged to take steps without delay to agree upon a policy of mutual accommodation.

Members carried the resolution in the interests of many parents, especially those of boarders, now sorely inconvenienced by present arrangements.

An *hors d'œuvre*, the address by Prof. Gilbert Murray, of the League of Nations Union, was listened to with extraordinary interest.

The concluding public motion, the duplicate of one passed at the Conference, was easily carried in the hopes that more weight would be attached to evidence of education:

That, in the opinion of this Association, it is desirable that professional bodies and business houses should have their attention drawn to the educational qualifications implied in the possession of a Higher School Certificate, and that they should be urged to take this certificate into account in making appointments and in granting exemption from qualifying examinations.

ASSOCIATION OF ASSISTANT MASTERS.

At the council meetings of the Incorporated Association of Assistant Masters considerable attention was devoted to the Report of the Departmental Committee on the Teaching of English. The Council expressed general approval of the conclusions and recommendations of the Report, so far as they apply to secondary education. But they went further than this in requesting their Executive Committee to arrange for the consideration of those recommendations in detail. A special committee is to be set up forthwith, whose terms of reference are to endeavour to reduce to system the various, and often ill-defined, methods of teaching English which at present obtain in English and Welsh secondary schools. The nucleus of the committee has already been appointed, and it is intended that its membership shall include not only teachers who make English their special subject, but also teachers of other subjects. The object of this is to secure not only that expert opinion on the specialist side shall find proper expression, but also that adequate help may be obtained in co-ordinating the teaching of English with that of other subjects. It is thus evident that the assistant masters have realized the far-reaching effects which will result from a proper application of the principles laid down in the Report, and that they are anxious to do their part in bringing about a real improvement in the teaching of English in this country.

The education policy of the Association is to be reprinted and circulated to members. This policy is already in harmony with the recommendations of the Committee on English, inasmuch as it states that every master should at all times insist on the writing of good English, and that, in the earlier stages, the aim should be the development of the power of self-expression and the appreciation of good literature.

The evil effect which proposals for cutting down expenditure on education will have on the work of the schools was seriously considered. Any retrenchment on necessary books or apparatus would gravely handicap children who have already suffered enough from difficulties in school life due to war conditions. The Council decided that national interests demand an increase rather than a decrease in expenditure, and pledged themselves to use every possible means of securing that the efficiency of the schools shall not be impaired through false economy. A resolution was also passed characterizing the raising of fees in aided and maintained schools as a retrograde step, and declaring that free secondary education should be provided for all children capable of profiting by it.

ASSOCIATION OF ASSISTANT MISTRESSES.

At the thirty-eighth general meeting of the Association of Assistant Mistresses, held on January 5, the desirability of any alteration in the requirements of the first school certificate was under discussion. A number of members of the Association are of the opinion that it should be possible to obtain a certificate if a satisfactory standard is reached in any three groups. They point out that a large percentage of girls leave at present without having obtained any certificate, finding insuperable difficulty in either French or mathematics or science, and that the possibility of substituting art or music would provide a combination of subjects of equal, if not higher, educational value for the type of girl concerned. The advocates of this policy are supported by the art mistresses, who feel that, while the subjects of the first three groups are obligatory and those of Group 4 optional, their subject will tend to be regarded as of secondary importance and will always be among those that are dropped when any pressure due to preparation for the examination is felt. They hint that the unwillingness to recognize the full educational value of art that they find among their colleagues may be traced to the fact that few of these know from their own school experience the possibilities of which the subject is capable. It is not supposed that languages and science would, in any circumstances, be dropped out of the curriculum; all are agreed that no education which does not include these can be regarded as secondary, but all are not agreed as to the necessity for passing an examination in them. On the other hand, it was pointed out that many professional bodies have at length consented to accept the school certificate as an entrance qualification on the understanding that it represents a certain standard of attainment, and that the introduction of alternative subjects will cause confusion and imperil the continued recognition of the certificate. Many mistresses find it impossible to believe that the average girl cannot reach, by the age of sixteen, the standard required for satisfying the examiners in a language or mathematics or science, and also feel that the proposed change would eventually result in the setting up of an alternative examination which would be regarded as a "girls'" examination. They object to any such differentiation between girls and boys, and point out that no such variation is apparently asked for as far as boys are concerned.

After much discussion on the lines indicated above, the meeting approved the continuance of the present policy of the Association, a resolution, "That Groups 1, 2, and 3 remain as essential parts of the First School Examination," being carried by a considerable majority. The meeting further agreed that no subject should be compulsory, although there was a considerable body of opinion in favour of an exception being made in the case of English.

THE MATHEMATICAL ASSOCIATION.

At the annual meeting of the Mathematical Association, held at the London Day Training College on Tuesday, January 3, Mr. A. Dakin, Head Master of Stretford Secondary School, opening a discussion on "The Teaching of Mechanics," advocated the teaching and development of pure and applied mathematics *pari passu* in boys' secondary schools. It was now generally accepted that no boy should leave school entirely ignorant of the application of mathematics; and mechanics was still that branch of applied mathematics most easily systematized and most readily incorporated into the general school course. Although there had been considerable improvement in the teaching of the subject during the past fifteen years, there were still schools which either neglected the subject entirely or postponed its teaching until after the First School Examination. This neglect was partly due to its difficulty. But the difficulty was counteracted by the interest that every boy brought to its study. It was essential that each school should have liberty to develop the subject in its own way, but, as an illustration of the possible method of development, Mr. Dakin outlined a scheme commencing at the age of twelve years and continuing for the normal four years' school course. The first year a course in weighing and measuring, finishing with simple applications of the principle of Archimedes, was taken. The next year a course, largely experimental and numerical, of statics, beginning with springs and levers and ending with the parallelogram of forces. Simultaneously proportion and easy numerical trigonometry were taught and continual cross-references were made between the pure and applied mathematics. During the third year dynamics was taught; in this subject fewer opportunities arise for experiment and more appeal is made to intuition. The main aim is to develop the idea that variation of motion, both in straight line motion and from straight line motion, must be explained in terms of force. In the fourth year gaps are filled in and the whole subject consolidated. The pupil who then proceeds to an advanced course is in a position to consider the important subject of dynamics of rotation during the first term of that course. The advantages of such a course are that reality is given to the whole mathematical teaching; natural and directly useful examples are introduced into the algebra and trigonometry; the dynamics teaching supplies a stock of ideas which make a natural introduction to the calculus. In addition, such a course provides an excellent link between the mathematics and science teachers of a school and so ensures real co-operation and true correlation between these subjects.

Mr. Dakin, speaking of the teaching of mechanics to girls, said that in his opinion the ordinary scheme, as arranged for boys, failed to make the same appeal to girls as to boys, and consequently its teaching was not attended with the same profitable results. There was, however, in every girls' school a small minority who had special aptitude for mathematics. From this minority come the future teachers of mathematics to girls, and it is important that opportunities should be provided, both during their school and their college careers, for these to acquire a knowledge of applied as well as pure mathematics.

Miss F. A. Yeldham gave an account of the application of the Dalton Plan to the teaching of mathematics in Streatham County Secondary School for Girls. The plan had now been in operation for four terms, and the mistresses were of opinion that it had on the whole produced better results than the old method. Girls were given the choice of three grades of assignments, and generally selected that grade best suited to their abilities. The checking of the assignments in mathematics tended to become too much the mere checking of correct answers, and Miss Yeldham would welcome any method by which principles acquired could be ascertained. She outlined a month's assignment in applied mathematics for a fourth form. The assignment dealt with the lever and its simple applications, and, in this case, it was easy to test orally whether the principle had been understood.

SCIENCE MASTERS' ASSOCIATION.

At a general meeting of the Science Masters' Association, held recently at the Imperial College of Science, the Master of Balliol, who presided, addressed a large gathering of members on "The Relationship of History and Science." History, he said, had

passed from the romantic to the scientific stage: modern historians were doing in one sphere what scientists were doing in another; generalizing from observed facts and attempting to predict new ones. That they were the less successful in doing this he explained as being due to the fact that science rests on uniformity, whereas the basis of history is human nature with its bewildering diversity of manifestations. But in the teaching of either subject the same fault, bookish education, was to be avoided; for their pupils loved the actual doing of things, and were too often dulled by didactic instruction.

The relationship of science and geography formed another subject of discussion, during the course of which Sir Richard Gregory aptly defined their spheres. Science, he said, was concerned with physical causes and effects: geography began when these effects were considered with regard to their bearing on the activities of man within his environment. So far as one could gather from a debate during which no vote was taken, science masters, generally, approve of the important position allotted to modern geography in school teaching, not only from the intrinsic value of the subject, but also because of its intimate relationship with science.

There were discussions, also, on the teaching of physical chemistry and of dynamics. In the case of the former, the view was widely expressed that physico-chemical ideas should be introduced at a very early stage into the ordinary chemistry courses. With regard to dynamics, it can safely be said that no branch of science is taught in a less satisfactory manner. The usual treatment is not sufficiently experimental, and there is a straining after logical sequence which is quite unnecessary. Mr. H. W. Gregson told the meeting that at the Royal Naval College at Dartmouth, where these faults are avoided, they found little difficulty in giving cadets of about sixteen or seventeen years of age a good working knowledge of mechanics.

The Association is fortunate in having Sir Ernest Rutherford as its president for the coming year, during which Major V. S. Bryant (St. Piran's, Maidenhead) and Major C. E. Sladden (Eton College) will act as secretaries. The proceedings of the meeting will be fully reported in the forthcoming number of the *School Science Review*.

ASSOCIATION OF SCIENCE TEACHERS.

The annual meetings of the Association were held at University College, London, on January 3. At a business meeting in the morning reports were received from the London, Midland, North-West, and Welsh branches, all of which had arranged excellent lectures.

The following resolution was passed unanimously:—

That this meeting of the Association of Science Teachers deeply regrets the action of the University of Cambridge in that, alone among British universities, it continues to exclude women from membership. The Association believes that such exclusion must be prejudicial to the higher education of women in general, and especially in natural science, for the study of which Cambridge can offer exceptional advantages.

A very useful discussion on practical examinations in science, initiated by a resolution concerning general elementary science as a subject in the General School Examination of the University of London, was made much more valuable by the presence of Mr. Lea as a representative of the university. The general sense of the meeting was in favour of the retention, or even extension, of practical tests in science as a part of the First Examination.

In the afternoon Dr. Winifred Brechley, of Rothamsted Experimental Station, lectured on "The Effects of Competition on Plant Life." She pointed out that competition was prevalent both above and below ground. In the soil the deficiency of any constituent of plant food might act as a limiting factor in the growth of the plant, the elements most often deficient being nitrogen and phosphorus, and to a less extent potassium. Tests on this point were made by pot cultures where the composition of the soil could be controlled; by such tests it could be shown that, with scanty nourishment, one plant would increase as much in dry weight as would a number of plants crowded into the same amount of soil.

Above ground the limiting factor was light, leaf mosaics and other leaf arrangements being an adaptation to this condition. The effect of light was not always apparent, as crowded plants were taller than "spaced" ones, but a comparison of dry weights showed that the "spaced" plant had increased 50 per cent. more than the crowded one.

Plants were adapted to live in communities on a limited amount of soil by varying root-depth, e.g. during the drought of last summer Bird's-foot Trefoil flourished exceedingly because it had deep roots.

Cultivated plants could not exist at all under the competition of weeds. Recent work at Rothamsted had shown the extraordinary vitality of weed seeds, and work was now proceeding on a survey of weeds of various districts. In this Dr. Brencley sought to enlist the help of schools in various parts of the country. She will be glad to send details as to the data required to anyone who can help in this way.

MODERN LANGUAGE ASSOCIATION.

THE annual meeting of the Modern Language Association was held at Cambridge, from January 4 to 6. The attendance was rather disappointing, but it is to be hoped that the Council will nevertheless adhere to the pre-war plan of having the meeting in London and in a provincial town in alternate years. On the first evening the Vice-Chancellor gave a reception to the members of the Association in the hall of Corpus Christi College. Next morning at the general meeting a very satisfactory report on the last year's work was presented. In spite of the increased subscription the membership remains very satisfactory, and, in consequence, the financial position is quite sound. The report of the editor of *Modern Languages* was very favourably received. At noon Sir Sydney Russell-Wells, Vice-Chancellor of the University of London, delivered his presidential address, which proved to be an exceedingly interesting discussion of the differences between dead and living languages. He dwelt on the attitudes towards the development of language represented by Schleicher and Jespersen respectively, and compared English, as a progressive modern language, with Latin, which he maintained was not killed by the Reformation (as some have held) but by the Renaissance, which put a stop to its natural growth by its contempt for what was not Ciceronian. Purism and stylism he regarded as fatal to growth and progress. The address was listened to with great attention and felt to be exceptionally stimulating. In the afternoon there was a debate on Latin as a compulsory subject for arts degrees. The arguments against it were overwhelming, and by a very large majority a resolution was passed in support of Recommendation 10 of the Government Committee on Modern Languages ("that neither Latin nor Greek be compulsory for an arts degree in any of our universities"). After tea, provided at Gonville and Caius College by the hospitality of the Master and Fellows, Mr. Kirkman read a helpful paper on "Research in Modern Language Instruction"; and after dinner, at the same College, Mr. Nicholson delivered a very good lantern lecture on "Cambridge and its Colleges." On Friday there was a discussion on "The relations of school and university, with special reference to advanced courses and higher certificate work in schools," begun by two representatives of the universities and two of the schools. Kindly home truths were exchanged and much light was thrown on the difficulties of the teachers and professors, particularly as regards the teaching of literature. The proceedings concluded with a paper by Mr. D. Elfstrand, a well known teacher of English in Sweden, on "Translation into the mother tongue in modern language teaching," which was an eloquent defence of the direct method. The proceedings will be fully reported in *Modern Languages*.

HISTORICAL ASSOCIATION.

By the kind invitation of King's College, London, the annual meeting of the Historical Association was held there from January 4 to 7. A number of addresses were given during the meeting, and one of their features was that the greater part of them were concerned either directly with historical research and its objects or with matters related to it.

The annual address on the opening day was given by Viscount Bryce, who took as his subject "Historical Records," and dealt with brilliant rapidity with the work of historians from the time of Herodotus to our own day, indicating the development of historical method and the use of materials. Dr. Barker, on the evening of January 5, spoke on "Philosophy and History," basing his argument to a great extent on Benedetto Croce's famous book on the subject. In the course of a lucid exposition of Croce's theories, with which he seemed to identify his own views, stressed an interpretation of historical method depending for its justification on the variation of historical reality as well as historical presentation in accordance with the demands of each age: to the men of the Renaissance, the Middle Ages had one significance; to the Age of Enlightenment, another; to Chateaubriand, yet a third. The vital need in history was not the discovery and enumeration of unknown data, but the interpretation of the spirit of the past in the light of the workings of that same spirit in the present. Another, more material, aspect of historical study was represented by Prof. Toynbee, on the morning of January 6, in an address dealing with "Western

Travellers as Sources for Levantine History," in which the danger of neglecting unofficial for official sources was pressed upon students. On the afternoon of the same day Prof. Pollard, at the Institute of Historical Research, set forth the aims and methods of the Institute, stressing the advantages of co-operation in research and the economies effected by this means. The meeting was ended by an address by Miss Jeffries Davis, Reader in the History and Records of London, on "The Evolution of London"; and, although she did not speak mainly of materials for London history, she gave a practical demonstration of their use in a survey of London history in medieval and modern times.

Two events, to which reference has not yet been made, were, perhaps, of especial interest to teachers of history. On Friday morning Prof. Fleure, Hon. Secretary of the Geographical Association, addressing a joint meeting of the two associations, dealt with the interrelation of geography and history. He spoke of the effect of climatic conditions on political history, instancing the influence of the extreme cold of Russia on the difficulties of popular organization; he spoke of physical barriers, instancing the natural divisions of Silesia; he referred, in some detail, to the divisions of France, racial, linguistic, and physical. He showed that the true division was by zones and not by lines, and appealed to historians and politicians to evolve some system by which this truth could find practical recognition. Finally, he discussed the organization of a medieval city, and explained the influence of geographical factors.

Still more specialist in character was the discussion, on the morning of January 7, on "History Teaching as Propaganda." Some divergency of view was expressed, but, on the whole, the modified form of propaganda advocated by the opener, Mr. D. C. Somervell, of Tonbridge School, appeared to have the approval of the meeting, the principal dissentient being Professor Hearnshaw, of King's College, London. Mr. Somervell represented it as the duty of the teachers to present theories, as well as facts, to the pupils. Boys and girls were not competent to form judgments unaided, they must receive definite guidance from their teachers. The principles and beliefs of the teacher should be obvious to the pupils, the lessons of history should be explained from his point of view: it was essential that he should have a philosophy and be prepared to stand by it.

GEOGRAPHICAL ASSOCIATION.

THE Geographical Association held its annual meetings at Birkbeck College, on January 5 and 6. Lord Robert Cecil, as president, spoke on "Geography and Peace." If the Washington Conference was more efficient for peace than the League of Nations Council this was partly because the latter had serious geographic constitutional defects, such as the absence of German, Russian, and United States representatives. Self-determination was easy to enunciate, but most difficult to apply, because geographic conditions had resulted in extraordinary intermingling of peoples who, with inexplicable perversity, declined to live in watertight compartments. Racial and linguistic complexity is not, however, an impassable barrier to governmental unity, as Switzerland, with its three component peoples, differing in history, language, and religion, indubitably proves. The Silesian decision was full of geographic interest. For purposes of tariffs, passports, and transportation the political boundary is ignored, and this may be a first experiment towards serious future modification of our state system.

Mrs. Ormsby, London School of Economics, from long continued researches, gave a demonstration lecture showing remarkable connexions between original contours and drainage of London and Westminster and their present configuration. Her detailed contour maps are of great scientific interest and should be published. Sir Halford Mackinder, M.P., suggested that London originated as the port of St. Albans.

Mr. R. L. Thompson, Rugby School, pleading for the better teaching of both history and geography, emphasized the need for superseding the narrowness of the personal and local standpoints. We should envisage the weaving of the pattern of life linked through the ages by history and through space by geography.

Sir Halford Mackinder, M.P., spoke on problems of the Pacific. He asked for geographic imagination of the Pacific as a unity instead of the too prevalent view of it as a distant fringe of the European peoples. The Washington Conference had not laid down the limits of the Pacific, and this might be a serious omission since such populous and prosperous islands as Java lie in the doubtful zone. The Pacific coastal fringes must become incalculably important because of their coal, mineral, and agricultural possibilities.

Dr. Fleure, Hon. Secretary of the Association, lecturing to a joint meeting of historians and geographers, urged that subject barriers in education should be diminished and that historians

and geographers should co-operate to attain broader truth about human evolution. The long, bitter Russian winter so lowers human efficiency that continuously efficient popular criticism of government is impossible, and traditional routine is therefore important. In France the Roman South and the Paris Basin differ historically in language, law, architecture, and economics. The boundary between them is a zone, not a line. Our political system needs readjustment by recognition of the zonal character of frontiers. The maps of cities are full of clues for interpreting their life and, when compared, illustrate remarkably the medieval spread of civic development from the Paris basin along the European plain. Mapping of prehistoric facts is another geographic study which will help to trace back the lineage of human institutions beyond the age of documents.

Miss L. Winchester, Liverpool University, discussed climatic variations in Palestine and factors of the serious summer drought which make storage for water from the winter rains an outstanding problem.

Dr. Hogarth lectured, with many original slides, on Hedjaz as a central section of the age-long trade route between Syria and Yemen, with Mecca and Medina as stations on either side of an immense and high bluff of barren volcanic rock. The growth of Mohammedan life and pilgrimage on this basis was implicitly suggested, and its influence on the country was worked out to the practical conclusion that Hedjaz could hardly become a commanding political unit.

The outstanding features of the annual business meeting were the remarkable enthusiasm for geography shown by the fact that eleven hundred new members had joined the Association during 1921, and the resolution sent to the Board of Education urging that, while fully recognizing the valuable service which the system of advanced courses has rendered in raising the standard of secondary education, the Geographical Association feels that changed conditions emphasize "the need for much greater freedom of teaching and grouping of subjects."

EDUCATIONAL HANDWORK ASSOCIATION.

The meeting was held at University College on December 31, 1921.

Mr. B. S. Gott, Secretary to the Middlesex Education Committee, in his paper, "Secondary Education through Handwork," made a definite suggestion for a new type of secondary school. He said failures in secondary schools were due partly to the fact that the examinations and work were largely linguistic, and the provision of trade schools did not solve the problem. They needed secondary schools which should offer a good general education mainly through practical activities, for pupils who had no linguistic gifts and no special trend towards craftsmanship. The aim should be cultural rather than industrial; not to produce merely a skilled man, but a well educated man, who would sometimes pass on to the university. Power and insight would be given through an understanding of the fundamental processes of industry, without any attempt to create a finished product. The final result should be the same social culture, whether obtained by the medium of practical work or the present secondary-school curriculum. The teachers would need to be men and women of unusual ability, with a university outlook and skilled acquaintance with tool and craft; the main factor in the English teaching should be ability to make a clear and systematic statement of work done. The value of such a special type of school would be that it would help the discovery of special talent and latent inventive power, while it would enlarge the possible field of small industries.

Mr. R. N. Sharman, Assistant Editor of *Educational Handwork*, in his paper, "Some Notes on Classroom Handwork," dealt especially with aspects of the subject from the view-point of the actual teacher. Referring to the definitely mentioned possibility of economies in materials, he remarked upon the constant rarity of adequate supplies, and protested that less expenditure might even eliminate much practical work. The nation cried out for greater production, and yet here were proposals to restrict the only school subject with a possible outlet in productivity. Practical suggestions by teachers towards economy were modifications of the centre system, the sale of produce, the greater use of waste materials, and the continuance of exercises by additional educational labour. As a classroom subject, handwork could be simplified without loss of educational value, and newer developments in clay and powder work gave evidence of this. Training was more important than information, and in specialist teaching—not an unmixed blessing—teachers frequently found that handwork lost much of its vitality as a permeating influence of school life. The descendently important qualifications of a teacher of classroom handwork were: recognition of its educational values; "temperament"; experience in teaching it; and technical skill. Having all these, but lacking

the enthusiastic support of heads and inspectors, and a school policy accepting its values, no teacher could make a success of the subject.

THE EDUCATION GUILD.

The Education Guild held its annual meeting, as usual, in connexion with the Conference of Educational Associations. Lord Gorrell was unanimously elected president for the coming year.

The retiring president, Sir Wilmot Herringham, delivered a scholarly address on "University Education." This was followed by an address by Mr. Albert Mansbridge on "Vocational Education with special reference to the needs of Emigrants."

In the afternoon the question, "What is the good of present-day education?" was discussed. The first speaker, Mr. E. J. Sainsbury, of the Chelsea Central School, claimed that the present-day system of education was a very great improvement on that which existed twenty years ago, and that it had justified itself, in spite of the difficulties with which it had to contend, such as too large classes and the fact that children were not allowed to stay at schools sufficiently long. He claimed that the present-day school did try to form character by inculcating good habits.

Mr. G. D. H. Cole, who followed, declared that these "good habits" were virtues of a "slave state," and he wanted to see the virtues of rebels developed. He declared that he wanted teachers to make rebels against the existing state of the world, and, in order to make rebels, teachers must themselves become rebels. Mr. Cole emphasized the necessity for teachers to assume more responsibility in the running of the schools. He voiced the opinion of the majority of educationists when he declared that he wanted "the demand for self-government in the schools for the teachers with regard to teaching methods, freedom from inspection, freedom to organize promotion within the profession; a collegiate relation between the head masters and those associated with them."

Mr. H. A. Gerny, speaking from the point of view of a business man, said that unless the individual practised the virtues mentioned by Mr. Sainsbury, he would not be doing justice to the community in which he lived, and which, in turn, was serving him. "Given," said he, "congenial environment at home and in school, and patience during the wayward and impulsive periods . . . the boy or girl passing through any normal curriculum of a good school will be qualified to enter the field of commerce. It is the self-reliant person who is needed—one who thoroughly enjoys life because life is good, and because there is so much of interest in it."

THE FROEBEL SOCIETY AND JUNIOR SCHOOLS ASSOCIATION.

At the forty-seventh annual meeting of the Froebel Society, held on January 2, at University College, Miss A. Maude Royden, who had been elected president, spoke to a crowded audience on "Morality and Education." She asked teachers to have hope in grown men and women as they had in children, while at the same time to have a youthful spirit. She spoke of the deplorable danger of developing the brain faster than the spirit, and argued that at present humanity was developing more rapidly intellectually than spiritually. Quoting from Prof. Soddy and Sir Oliver Lodge, Miss Royden showed that perhaps it is better for the human race not to be able to make this life on earth a "Garden of Eden" until we possess morality enough to use the knowledge properly. As it is, our enormous power over the physical world is creating a situation fraught with most appalling dangers. The development of modern psychology, practically a new science, is proving the same dangers. We are daily gaining a knowledge of the human mind that can be put to uses as dangerous as our knowledge of the material world. Have we attained a morality sufficient to enable us to take so great a responsibility over the minds of other people? Miss Royden claimed a great reverence for knowledge, but argued that Truth, Beauty, and Goodness were three aspects of the same thing, and that thing God. To isolate one of these aspects, and to say that knowledge alone is the panacea of human ills, was using knowledge to destroy rather than to create. Knowing what is wrong does not supply a motive power for doing what is right. Knowledge is not in itself that motive power. Knowledge may be used only to do more wrong with greater security, to be more ruthless, to be a greater egoist. Knowledge is but the light that shows in which direction to go, but if you want to go in the wrong one you still can. But the tendency to over-estimate knowledge as in itself a driving force, is partly responsible for, and has partly been created by, the under-estimate which moral and religious teachers have laid on the necessity for knowledge. You get, on the one hand,

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the belief that to know what is right is enough, and on the other hand, you get the feeling of the moralist that knowledge is not enough, and there comes a positive dread of knowledge. As an illustration Miss Royden used the difficulties usually met by teachers in dealing with matters of sex. She urged that knowledge should be given to teach the right use of this great power, and that, because the majority of men desired goodness, this knowledge given in a reverent way by enlightened parents might be a revelation of joy as the child is led to feel the divine beauty of creative power. But this knowledge must be given by no one who shrinks from it, but by those who understand that this force in all of us can be used in joyful service for all. We must be guided by that wisdom which the author of the Book of Wisdom called "the image of God Himself."

FOREIGN AND DOMINION NOTES.

FRANCE.

Commemoration of the noble dead follows commemoration—happily enough at the present time, when so much attention is being claimed for what is sordid and temporary. Last year Italy was honouring Dante, of whom it was said in the fine address sent by the University of Leeds to the Citizens of Bologna: "Cum Shakespeare nostro, animam plurimi aestimavit; cum Miltono et Wordsworthio, animum sedem habere inexpugnabilem censuit," or, in the English version: "Like our Shakespeare, he thought nobly of the soul; like Milton and Wordsworth, he believed in man's unconquerable mind." This year France celebrates the Tercentenary of Molière, a poet of a lower flight than the four just named, yet of rarest excellence in his own order.

Born in January 1622, Jean-Baptiste Poquelin lives still as Molière, a real personage, when most of his contemporaries have become shadows. His plays have kept interest in the playwright and actor alive. Still precious are his dainty touches; his terse phrases embellish the language of modern France. Nor have his characters become puppets which we take carelessly from a dusty, half-forgotten box; they palpitate still as if of our flesh and blood—Tartufe, Monsieur Jourdain, Harpagon, Trissotin, Don Juan ("l'épouseur du genre humain"), that adorable rascal Scapin, and the rest. His art is still fresh because its salient qualities—eloquence, wit, fineness of touch, and sober good sense—are those which never grow out of use and staled. Nor is it as an artist only that he is entitled to be remembered. There was in the man a certain earnestness the more conspicuous as having for a background the frivolous, if splendid, court of Louis XIV. The purpose of comedy, he said in the Preface to "Tartufe," is to correct the vices of men: "C'est une grande atteinte aux vices que de les exposer à la risée de tout le monde. On souffre aisément des répréhensions, mais on ne souffre point la raillerie. On veut bien être méchant, mais on ne veut point être ridicule." And at the end of the play it is wished that even the wretched hypocrite who gives it name, "au sein de la vertu fasse un heureux retour," may make a happy return to the bosom of virtue. To estimate the general soundness of the poet's morality, his plays should be set against those of the post-Restoration dramatists in England, as Macaulay has compared the "École des femmes" with Wycherley's "Country Wife"; the French author stands for virtue, whilst "Wycherley's indecency is protected against the critics as a skunk is protected against the hunters: it is safe, because it is too filthy to handle, and too noisome even to approach." It may be good that dramatists should have a purpose, and it is laudable that they should uphold purity of life; Molière stands out, however, among the purposeful and the moral by the richness of his comic vein, the abundance of his subjects, and the variety of his characters. He was impressed, moreover, with a distinctive stamp of nationality. As Giusti, in spite of his own protest, has been called the Italian Béranger, so Goldoni has been called the Italian Molière. There never was an Italian Molière any more than there has ever been an English or a German Molière. With whatever limitations, and with whatever merits, Molière was the very incarnation of the French genius. As such he he acclaimed and honoured!

GERMANY.

The *Leipziger Lehrerzeitung* gives the front place in its *Literarische Beilage* (December 1921, No. 12) to an article, largely bibliographical, on "Volkshochschulfragen." Since there is at the moment interest awake for these *Volkshochschulen* (see Dr. Eugenstock's article last month), we borrow some information

about them from the Leipzig journal. It was in 1905 that a Society to Promote Country *Volkshochschulen*, the first of its kind, was founded in Nordschleswig. After the war, institutions of this sort seemed to spring from the earth, and in the future they are likely to play an important part in the education of the people. The State Governments are turning ever-increasing attention to them; indeed, both in Prussia and in Saxony the Kultusministerium has a special Department for their affairs. *Volkshochschule* problems are discussed at special *Volkshochschulwochen* ("Weeks") held in various parts of Germany; whilst some States, Saxony for an example, propose to make suitable provision for *Volkshochschulen* in their Budgets. The Danish *Volkshochschulen* are residential: young persons of eighteen to twenty-five years live together for the time—from three to five months—during which they are under instruction. In Germany, these hostels are rare; there is one, however, at Dreissigacker in Thüringen and one at Schloss Tinz, near Gera, in the old Principality of Reuss. But in numerous places, small and large, non-residential Town *Volkshochschulen* have sprung up; whilst in some cases university courses for workmen have formed the nucleus of a popular academy. The question of Country *Volkshochschulen* is examined by Ökonomierat Lembke in a brochure, "Ländliche Volkshochschulsiedlungen," in which he advocates the founding of rural settlements in connexion with such establishments. In general, a considerable "literature" illumines the subject, to which, moreover, at least two journals are devoted—the *Volksbildungsarchiv*, now in its third year of existence, and the monthly *Die Arbeitsgemeinschaft* (Leipzig, Quelle & Meyer).

We collect some various scraps into a paragraph. (i) German newspaper editors are complaining of their lot. A Berlin *Vollredakteur* in the eighth year receives 3,100 Mk. a month; a *Bahnmeister*, similarly situated, 3,130 Mk. As to contributors, the big journals used to pay 10–20 Pf. a line; they pay now from 40 to 60 Pf., which is equivalent to 2–3 Pf. of the old money.—(ii) Although forbidden by the Ministry, Der Erste Allgemeine Deutsche Schülertag (First General Meeting of School-pupils) was held at Hannover. Some 3,000 pupils from various parts of Germany resolved on loyalty to country, purity of life, and simplicity, and expressed gratitude to the fallen dead.—(iii) The Life of Christ has been "filmed" by an Italian firm. The *Leipziger Lehrerzeitung* (XXVIII, 41) protests against the degradation of a noble theme.—(iv) At Berlin, the Arndt-Hochschule began its sixth yearly course on January 16. It is nationalistic, its aim being *der Aufbau eines klaren Bewusstseins vom Können und Müssen des deutschen Menschen*.—(v) At Aachen, a Belgian middle school is being opened, with Prof. van Gorpe as head master. Outside of the occupied region the Prussian Minister has ordered that Belgians shall not be admitted to German schools, a German child having been refused admission to a Belgian school.—(vi) The communistic teachers of Germany, at their first *Reichskonferenz*, resolved that a communistic teacher must preach communism in the classroom as well as outside of it, and must fight for the proletarian and secular *Einheits- und Arbeitsschule*.—(vii) The Comenius-Bücherei at Leipzig completed its fiftieth year of existence, November 15, 1921. Its collection of educational material and books is right notable: in September it had 251,000 volumes—"3,000 metres of books without a gap."

UNITED STATES.

In the *Educational Review* (LXII, 5) the President of Columbia University writes, under the rubric "The Closing Door," on the unsatisfactory position of education. Formerly, American education meant opportunity; through it the rail-splitter or the tanner could reach the White House. But the moment we accept the amazing fallacy that there is no such thing as general training, that there are no forms of knowledge and no habits which may be made useful in any direction whatsoever, but that every individual must be directly trained for a specific task or calling and then held to it, that individual finds the door of opportunity shut in his face. Again, a school of thought has arisen which believes that what the single tyrant could not do in repressing freedom, the many-headed majority, which is governed by practical interests and not by morality, may undertake. It is a sore menace—this doctrine of the divine right of majorities. "Liberty is both the birthright and the destiny of the individual human soul, and it is to secure liberty and its just and useful exercise that all our forms of human association and of human co-operative endeavour exist. An education based on the doctrine of liberty prepares youth for an understanding and enjoyment of life by introducing him to his many-sided inheritance and by preparing his body, his mind, and his soul to make use of that inheritance in new undertakings and achievements, how-

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ever modest or however obscure. Education so conceived and so based will open to youth the widest possible door through which ambition and capacity may pass to the cultivation of new fields and the enjoyment of new and unsuspected gardens of beauty."

We have often argued that there is no *opposition* between liberal and vocational education. Of an education that looks exclusively to vocation we will hear nothing, not being prepared to believe that the soul of a child can be fed and his mind developed merely by instruction in the making of nails or the splitting of slate. Nor do we hold the opinion condemned by President Butler "that every individual must be directly trained for a specific task or calling, and *then held to it*." We do think that, since most men *do*, and all men *should*, earn their bread, it is well for the individual and for the community that the mode in which each may most fitly earn it should be studied early. The number of the *Educational Review* to which we have just referred contains an article, of much interest in this connexion, headed "An Attempt at Vocational Testing." The Board of Education of the City of New York, we learn, has been making an experiment in giving children (in the first instance, girls) an opportunity to learn what different kinds of work there are, what special skill is required in each, and what the appropriate training is. Two departments have been organized—a commercial department and an industrial department, one week of twenty-five hours being spent in each, and the atmosphere of the business office or the factory is maintained so far as possible. In the commercial week a child is introduced to stenography, typewriting, filing, book-keeping, and switchboard operating. In the industrial week, as girls are in question, the matters submitted are hand-sewing, machine-sewing, and pasting. To illustrate the procedure, we may take typewriting, to which five hours are allotted. The names and uses of parts of the machine are explained: keys, space bar, ratchet, roller, paper release, and carriage. The "guide" keys and eight other keys are taught. The "touch system" is used. Stress is laid on the following points in the order of their importance: touch typewriting, correct fingering, elastic touch, accuracy, and good sitting position. Words and exercises are typed in rhythm. The testee (if the word be conceded us) having learned what the work of typewriting is like, the testers proceed to estimate what her aptitude for it is. They rate (and enter the rating on her card) form, muscular movement, and ability to follow directions; whilst all the time they are studying her as to persistence, interest, and personality. In some such way the inquiry is pursued in the other subjects of the two departments, with a view to the ascertaining of the fit vocation for the child. Whilst many American educators and psychologists approve the tests, others urge that the duration of them is too brief. For our part, we are reporting an experiment, and we say once more that in so far as education is a science it must proceed experimentally.

We believe in internationalism (in a sane sense) through the exchange of thought-products. France speaks as if the *interpénétration intellectuelle* which we desiderate were identical with the diffusion of French culture (*La Vie Universitaire*, II, 10). It implies at least the reception of it, and Bulgarians, Rumanians, and Yugoslavs will absorb it at Paris. There are other cultures also, and other inspirations. What of this sort the United States has to offer is shown in "Facilities for Foreign Students in American Colleges and Universities," Bulletin, 1920, No. 39, issued by the Bureau of Education and just received. The great American schools of science and learning are likely to attract foreign students in growing numbers. According to the old tag, "Civilization flows westward"; it is time for a reflux and for cross currents.

ORANGE FREE STATE.

In the Province, as elsewhere, the financial depression affects education; nevertheless, the Report for the year to December 31, 1920, is of the hopeful sort. When that year closed, the number of children enrolled at public and aided private schools was 42,879, an increase of 2,098 on the previous year. Satisfactory, too, is the fact that there is a marked growth in the tale of children over sixteen (the age-limit of compulsion) who continue their school studies. By Ordinance 10 of 1920, school fees for instruction in ordinary school subjects (but not for music or for teaching in evening classes) were abolished as from April 1, 1920. By another Ordinance of the year Afrikaans was placed on an equality with English and Netherlands; moreover, a new type of school was created—the intermediate school, which carries its pupils to a standard attainable four years after passing Standard VI. For secondary education, facilities have now been provided in practically every town and larger village of the Province. The University Matriculation was more popular than the School-Leaving

Examination; we observe, by the way, that 135 candidates who entered themselves for it against the advice of their teachers all failed. The payment of teachers looks on paper to be fairly liberal, the head master of a secondary school, for example, receiving from £550 to £825 a year, a head mistress from £425 to £625; the purchasing power of such sums in the Orange Free State we do not know. For assistant teachers the principle of payment in accordance with qualifications is being followed, so that the teacher, if efficient in his work, gets the salary of his grade wherever he may be employed. The training of teachers was being studied in 1920 by a Commission.

INDIA.

Jamshedpur lies in the Singhbhum District of Bihar and Orissa, whilst it is only separated by a river from the State of Seraikela. It is reached by the Bengal Nagpur Railway, being 155 miles from Calcutta on the main line to Bombay. Now, at Jamshedpur are the works of the Tata Iron and Steel Company; or, to speak fairly, on land once covered with dwarf trees and besprinkled with villages in which dwelt aboriginals and low-caste Hindus, the ironworks have called into being the town of Jamshedpur. With trade, education has thriven there. Next October will be opened a provincial Technical School to train foremen, and in return for Government grants the company will reserve places for native students from Bihar and Orissa. Already there are prosperous schools, which are managed by a School Committee, constituted of employés of the Company and Indian ladies. Girls are provided for in an upper primary school with Hindi and Bengali sections and six teachers. Again, in the neighbouring villages there are eight free primary schools toward which the Company yields support. These simple facts are of some significance; yet to some in India it will be unwelcome that education should follow trade, as trade follows the flag.

We have received:—(i) Proceedings of the Conference of Inspecting Officers, held in Lahore, April 1920; (ii) *Journal of Indian History* (Milford, Rs. 9 per annum; single copy, Rs. 3), the first number of a serial published by the Department of Modern Indian History, University of Allahabad. The editor and the chief contributor to the present issue is Dr. Shafaat Ahmad Khan, Professor of History in that university—not a mere compiler of books, but an industrious and able student of sources. In it Beni Prasad writes learnedly on "The Mughal Government, with special reference to the Reign of Jahangir." We anticipate that the new journal will be found indispensable by all investigators of Indian history.

CORRESPONDENCE.

MODERN STUDIES.

To the Editors of *The Journal of Education and School World*.

DEAR SIRs,—Many teachers of modern languages will be grateful to Mr. G. F. Bridge for the article in the December number of the *Contemporary Review*, in which he diagnoses with much skill and insight the fundamental weaknesses of the present-day system of modern-language teaching in this country. It is, therefore, without any desire to impugn the validity of his main conclusions that I wish to suggest two points on which we think his thesis needs qualifying.

(1) Mr. Bridge urges that more time should be spent on Montesquieu and de Tocqueville in preference to writers that tend to form taste rather than judgment; but seems to indicate that these are scarcely difficult enough, and that it is not possible to find French authors that form a really adequate mental training. What about Calvin, Descartes, and Pascal, not to speak of more recent philosophers, such as Secrétan, Renouvier, Maine de Biran, Bergson, and Boutroux? These may not be Platos, or even Kants, but any of them would supply "the effort to understand and criticize a difficult work or an obscure system of thought."

(2) I do not think that it is quite fair to place on a level a course of Greek and Latin and another of French and German. Although the student of ancient languages covers in some ways a wide field, he scarcely goes outside the range of authors of the classical period; he does not study the language in its history and variations, nor does he attempt to speak it, to think in it, to wield it as his own tongue, and to embrace Latin or Greek civilization as a whole. The student

(Continued on page 122.)

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of French and German is called upon to do all these things; and to carry two living languages side by side seems to us a heavier burden than that borne by the classical man.

I would suggest that the modern languages department of a university should offer a choice between two honours courses: (a) the study of two modern languages, confined to modern authors (*i.e.* in French to post-renaissance writers) and to the modern form of the language, but including authors of far greater educational value, and of much more recent date, than is usually allowed in syllabuses; (b) a complete study of one language, its history, philology, and literature, together with the history and institutions of the civilization it expresses, which course should be called "School of French (or German, or Italian) Studies," in preference to "Language and Literature." In the framing of both those syllabuses Mr. Bridge's valuable criticisms and suggestions should be given the careful consideration they deserve.—I am, Sirs, yours faithfully,

ROGER H. SOLTAU.
The University, Leeds,
December 15, 1921.

THE COST OF EDUCATION.

To the Editors of The Journal of Education and School World.

SIRS,—It is useless to disguise the fact that the mass of the public will demand an inquiry into the expenses of local government, as Sir Eric Geddes's Super-Axe Committee has inquired into national expenditure. The chief burden on the rates is caused by education, and the rate-payers will endeavour to secure an abatement in these charges. During the Christmas congress season almost every speaker asserted that not a penny should be subtracted from the salaries of teachers. They have so recently received a living wage that they will not willingly descend into the pit once more. But economies may be made in other ways than by a reduction of salaries: one proposal is that no child shall be sent to an elementary school before the age of six. Another is that for the vast majority formal book education is more or less a waste after the age of fourteen, and that Mr. Fisher's Continuation scheme should be scrapped. Mr. Stuart would have fewer doles, and these more wisely granted. It is undoubtedly true that a quarter of the places in a secondary school are far too many to give to non-paying scholars. We are a commercial nation, and value a thing by what we have to pay for it. On these grounds alone every parent should pay something—even if it is only a penny a week—towards the cost of the education of his offspring. The teachers would be wise in suggesting methods of economizing, or some may be forced on them that may be distasteful. One thing is certain: the nation is very poor, and cannot afford the sums it is now spending on education. And it has an uneasy suspicion that it does not get value for what it spends.—Yours, &c.,

RATEPAYER.

THE CONFERENCE OF EDUCATIONAL ASSOCIATIONS.

To the Editors of The Journal of Education and School World.

DEAR SIRs,—When the project of what is now called the Conference of Educational Associations was first mooted, the promoters held out the prospect of its becoming "a British Association meeting of the teaching profession." How far this expectation has been realized can best be judged by an inspection of the hundred names of speakers and chairmen given in the official programme. Amongst these may be discovered one head master of a secondary school, three head mistresses, one assistant master, one assistant mistress, and some five or six teachers in elementary schools. Possibly this list is not exhaustive, as descriptions are not appended in all cases, but it cannot be far out; and, if we say that of the hundred speakers not more than fifteen or so were persons actually engaged in school teaching, we shall surely be within the mark.

The names of one professor of education, one training college lecturer, two inspectors, and three educational administrators may also be found. To be brief, four-fifths of the speakers appear to be persons unconnected with schools. I believe I am also right in saying that only once in ten years has a schoolmaster been President of the Conference.

Such a series of meetings may have its value, but it undoubtedly does much harm by giving the public the impression that education is in the hands of amateurs, theorists, and cranks. People who are doubtful whether popular education is doing much good—they are a very numerous body—will not find their anxiety allayed by

the reports they read in their morning papers. Is a real "British Association meeting" of teachers of all sorts and ranks, managed by teachers for teachers, at which the public would listen to teachers instead of teachers listening to members of the public, a wholly impossible dream? Surely if teachers are, as they declare they are, a profession, they ought to be able to hold a professional meeting without the assistance of judges, ecclesiastical dignitaries, actresses, and popular writers.—Yours &c., B.

A NOTE ON BIOGRAPHY.

To the Editors of The Journal of Education and School World.

DEAR SIRs,—In the many reports on citizenship which have recently been issued, it is noticeable that little or no attention has been paid to the power of biography in the school. The effect on young people of reading of men and women whose lives have the ring of true nobility and character (especially those in the higher forms of secondary schools) cannot be accurately gauged. The reading of a good life by a pupil might be the turning point in his or her own life. To imagine that young people are not attracted by biography is a mistake: an introduction merely is needed, and interest follows. High above all other lives (with the exception, of course, of the life of Christ) stands the life of Abraham Lincoln, cheap books on which are published by Harrap, Oxford University Press, Macmillan, and Jack, among others. The story of how this man rose by sheer force of character from farmer's boy to the dizzy heights of a presidency will fire any youngster's imagination and ambition; even hardened educationists have been thrilled by it over and over again. The writer leaves it to the teacher himself, however, to suit his own taste in this matter, and merely suggests that the lives studied should be fairly modern and have an everyday application as far as possible. Nothing daunts a pupil more than to know that the events of which he is reading happened ages ago; his mind is often not far enough developed to recognize old principles in their modern application, and the whole atmosphere of to-day is needed. Such a study as this (perhaps more appropriately a class-room "aid") is capable of much extension in the hands of a capable teacher.—Yours &c., E. L.

A REPORT on the selection of children for further full-time education in the municipal secondary schools and district central schools has been issued by the Manchester Education Committee. This year there were over 22,000 children in Manchester eligible by age for admission to higher education. After the preliminary test 7,611 were left who scored over 50 per cent. Of these, the parents of 3,842 were unable or unwilling to let their children continue their education. For the remaining 3,769, there were only 1,398 vacancies forthcoming: 470 at the high schools, and 928 at the district central schools. The method of selection was by examination, written and oral. The report of the examiners lends point to the contention of the Sir Henry Newbolt's Committee that all is not well with the English instruction in the schools. No use was made of the Simon-Binet tests or any of the psychological apparatus now so much in vogue. In the same city, Dr. Alfred A. Mumford, Medical Officer of Manchester Grammar School, has delivered a lecture before the Statistical Society, giving an account of researches he has been carrying out in connexion with the Medical Research Committee, with a view to discovering by physiological methods which children are best able to undertake advantageously strenuous indoor study through a number of years. Dr. Mumford has been applying (with necessary adaptations and with much ingenuity) some of the methods adopted by the Royal Air Force in testing their candidates for training as air pilots. Dr. Mumford's results certainly tend to establish some definite correlation between respiratory capacity and the power of sustained mental effort. The close relation between ample breathing and vigorous health is, of course, established. Dr. Mumford's results, so far as they go, go to prove that there is also a close relation between respiratory persistence and will power. After all, what the selecting authority want to know is, not only how much definite and assessable knowledge the child of eleven has been able to acquire, they want to know what capacity he has for progress, and in this the will plays perhaps a more important part than the intellect or the physique. The truth would seem to be that for really scientific selection we need a combination of three methods: the physiological, the psychological, and—most difficult of all, not yet devised—some method for estimating the power of the will and its responsiveness to the intellectual stimulus.



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See also page 163.

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OCCASIONAL NOTES.

THE sweeping recommendations of the Geddes Report with regard to educational expenditure demand the most careful consideration. While the economist, usually somewhat hostile to educational interests, will say that this and more also must be done, the educationist will argue that the main proposals are not in the interests of true economy, for they cannot be put into effect without the gravest loss in educational efficiency. Both statements will be expounded at length, but can it safely be assumed that no economy is possible? That would be tantamount to proclaiming our present educational administration to be perfect. True economy cannot be opposed; it is for the nation to separate the chaff from the wheat, and to refrain from any so-called economy which would seriously affect the efficiency of the schools and universities at a time when it is of the utmost importance that the education of the country should be maintained on a sound footing. Other countries are increasing and improving their educational facilities rather than decreasing them. National prosperity depends mainly upon our ability to meet foreign competition. To what extent may our ability in this respect be injured by the adoption of any of the economy suggestions?

BY the compulsory raising of the lower age limit of entrance to the primary schools, a saving of £1,785,000 is expected. But what will happen if children are shut off from the schools until this age? They will undoubtedly spend much of their time in the streets, exposed to moral and physical dangers, and they will lose a certain amount of medical supervision. Can this be regarded as a true national economy? The

proposal to increase the size of classes is a most reactionary one. They are already far too large. The Report states that in June, 1921, there were 32.4 children to each teacher. We do not know how this figure was arrived at, for it is a matter of common knowledge that classes of sixty in the primary schools are still usual. If the new basis is adopted, it must happen that many classes will contain seventy or even eighty pupils. Is this a proposal which the average good citizen, economical though he be, can in his calmer moments face with equanimity?

GRANTS for secondary education are regarded in the Report as providing State-aided or free education to a class which can afford to pay an increased proportion, or even the full cost, of education. There is, on the contrary, a strong body of opinion that many parents of children in secondary schools are making considerable sacrifices in order to pay fees. They are also, of course, paying their due proportion of the education rate. The doubling of the number of pupils in secondary schools is one of the most hopeful things that has happened in recent years. We have just largely extended the franchise. It is of the utmost importance to educate the new democracy to realize its civic responsibilities. This cannot be done before the child has reached the age of fifteen or so—i.e. at a time when he ought to be in a secondary school. To do anything that would tend to stifle the new enthusiasm for secondary education would be a blunder in statecraft of the first magnitude. Raising fees still further may have this effect. Certainly the Report makes much of the grant made to schools like Blundell's and Berkhamsted. But we venture to say that even in these cases the grant which is given may be wisely spent, and that, as the Report itself states, it is cheaper for the local authority to support these schools than to set up maintained schools. To reduce the grant would mean that in many cases these schools would be unable to pay salaries high enough to attract efficient teachers.

IN recommending a reduction in teachers' salaries, the Report emphasizes the fact that 35 per cent. of the local authorities have not as yet adopted the standard scales for primary teachers. But it makes no mention of the provisional minimum scale, which has been universally adopted, and of the circumstance that the primary teachers, although they consider that the standard scales ought to be adopted as from last April, cannot, under the provisional minimum agreement, unduly press for further concessions until next year. The secondary scale has been adopted in most areas. While it is in a sense true to state that the scales were not imposed by the Government, and that local authorities pay what they think fit, the teachers maintain that the representatives of the local authorities were given power to come to an agreement, and therefore that failure to honour this agreement is a breach of faith. The implication that the Burnham scales should be reduced with the cost of living will be strongly combated on the grounds that the desirability of having a sliding scale was discussed by the Burnham Committee and rejected. The average salary of primary teachers is not mentioned, but it is stated that the average salary of a secondary teacher is now £332, as compared with £173 before the war—an increase of 92 per cent. Thus, on the Committee's own showing,

the increase is only just equal to the present percentage cost of living figure, and the average has been much less all through the war when the cost of living was high. Again, the general consensus of public opinion in 1914 was that salaries were lamentably inadequate, and that the teaching profession was failing to attract entrants of the required standard. There will be more support among the general public for the proposal to put pensions on a contributory basis. But here again the question of the pension was before the teachers when they accepted the Burnham scale. It is obvious that they took into consideration the effect of the new scales on superannuation. Thus to make the pension scheme contributory would be in reality to use a subtle method of reducing the scales. The proposal raises the very grave issue as to whether or not all Government superannuation schemes should be on a direct contributory basis.

THE genesis of the proposal to found a new public school, under the ægis of the Association of Preparatory Schools, arises from the great difficulty which

The New Public School Proposal.

found nowadays in obtaining vacancies at the existing public schools for the number of boys who leave the preparatory schools each year. About 4,800 boys were entered last year for the Entrance Examination to eighty of the public schools. Of these a large number failed in the examinations, owing to the high standard now required, and naturally so, by the laws of supply and demand, and many of those who showed themselves up to this standard were turned down for lack of room. Whatever may be said against our public school system, it is the source of envy and admiration to the rest of the world. To this is due the increasing number of boys who are sent home for education from the Colonies, and the increasing number of foreign boys whose parents realize the advantages to be gained from a public-school education. At the same time an increasing number of parents in England are also realizing this, as they have the means to take advantage of what lies at their doors, while those who have themselves been at public schools will deny themselves everything in order to send their boys to similar schools. In these circumstances, it will be many years before the "boom" becomes a "slump." There must, therefore, be some extension of accommodation. Some of the existing schools have opened new houses, which have filled almost at once. Preparatory schools, too, have increased in number, but it is hard to get vacancies even in them.

WHY not, therefore, increase the number of public schools? In the middle of the last century several were founded—Rossall, Marlborough, Cheltenham, Clifton, to name only a few.

Stowe?

These quickly acquired the famous "public-school tradition," and in a few years became household words all over the empire. At the present moment a wonderful chance offers to add to these great names the name of Stowe, the magnificent estate near Buckingham, which is well fitted and easily adaptable to the needs of a public school. Some who opposed the scheme have become its warmest supporters after a visit to the place. A description of it would fill a volume. It is almost a national duty to save the place for such a purpose, and all that is needed now to make the scheme a *fait accompli* is to find the funds to start

it. The ideal thing would be for some benefactor who has England and her education at heart to come forward to do this great thing. Failing that, recourse must be had to a system of life governorships, which has proved successful in the past, though the other source of funds is preferable. Whatever is done must be done soon, for the offer of this glorious place, Stowe, remains open only for two months. *Bis dat qui cito dat.*

AT the cost of many thousands of pounds to the country, the four educational committees appointed by the Prime Minister have completed their

Preparatory Schools and the Four Reports.

reports, after exhaustive examination of witnesses and a thorough study of the problems from every conceivable aspect. Preparatory-school head masters, however, are bound by the requirements of the public schools, as set out in the Common Entrance Examination and public-school entrance scholarships, and, so long as an examination from above determines the curricula below, the money spent upon Prime Minister's Committees, Conferences, and Royal Commissions is largely wasted. The lot of the head master who wishes to follow out some, at least, of the recommendations is an unenviable one. The Head Masters' Conference suggests that the time spent upon Latin in the curriculum of the preparatory school should be in excess of a combination of mathematics and English, or of a combination of French and English. After all, preparatory-school head masters have to earn their living, which, in the majority of cases, depends upon a record of success in passing boys into public schools, or upon a scholarship list to schools which, in 90 per cent. of cases, award scholarships mainly, if not solely, upon proficiency in Latin, and often Greek also. In order, therefore, to provide a reasonable education in accordance with the recommendations of the four reports, the head master has to risk failures in the Common Entrance Examination, which has now become competitive, and has also to relinquish all hope of getting scholarships for his boys. It is, however, significant that Marlborough has just issued new regulations for scholarships and, for the first time we believe in the history of public-school education, has made Latin an optional subject for modern scholarships. The only compulsory subjects are English and Scripture, in addition to which a boy has a choice of any three of the following five subjects:—Mathematics, Science, Latin, French, and German. We therefore hope that this progressive move may be followed in other quarters.

THE proposal to create a Greater London, which will have charge of education as well as other services, needs to be carefully watched and examined. Education

Greater London Proposals.

differs from many other services, inasmuch as it involves close co-operation between administrator, parent, and teacher. Where all personal touch is lost there is a tendency to over-emphasize the value of rules and regulations, to lose sight of the human element in regarding the smooth running of the machine. In such circumstances, an educational system loses elasticity and efficiency. If, as may well be argued, the administration of the London education service is already too bureaucratic because its area of operations is too big, the evils that have already arisen will be intensified. There are no mathematical principles that can be used to fix the best

size of the administrative unit for education: it must not be too large, and yet it should be large enough to permit one authority to provide a variety of institutions. While Greater London might, perhaps, prove unwieldy, the surrounding counties might well be given control over all elementary education within their areas. Many of the Part III authorities are too small, and their administration is necessarily expensive.

THE Senate of London University have adopted a resolution inviting the Adjutant of the University Officers' Training Corps to take over the duties of the Secretary to its Military Education Committee which is responsible for the administration of the contingent, and for other work relating to military education. In these days of drastic economies, the device of letting two jobs be done by one man has its attractions, particularly to the institution which has to economize. It must be remembered however that, when the Territorial Force was established, the divorce of training and administration was adopted as a cardinal principle. Arising as a necessary reform from actual experience with the old Volunteers, it has worked well in practice, proving both economical and efficient; and it is generally acknowledged that Lord Kitchener's refusal, during the War, to make full use of the administrative machinery existing in the County Associations was a mistake. When the Officers' Training Corps was constituted, in 1908, the same principle was adopted, the universities taking the part of the County Associations. Further, the functions of the universities in relation to the Army are not limited to the training of university students as cadets of the O.T.C. There is an important field of work in connexion with the military education of officers of the Territorial Army. This is a civilian force, and should look naturally to the universities for its technical education, particularly the staff training of its officers. One of the chief lessons of the War will remain unheeded if the War Office refuse to arrange for this essential training.

CIRCULAR No. 1244 sets forth the decisions of the Board of Education as to the extent to which they may recognize for grant purposes the counting of service with the Forces of the Crown during the War, on the calculations of the salaries of men teachers in Secondary Schools. It is noticeable that women's war service cannot be recognized under this circular, also that "service with the Forces of the Crown" is taken to mean service with the Colours, or similar service with the Navy or Air Force. It does not include a period of internment in an enemy country as a civilian prisoner of war. This last proviso is directly contrary to the clause in the Burnham report dealing with the matter. The Committee thought that a teacher unfortunate enough to suffer internment in this way ought not to be penalized regarding salary increments. Such cases are not numerous, and, if the Board had seen their way to agree, the expenditure involved would have been very small. With these exceptions, the circular gives no opening for criticism. The war service of graduates who were full time teachers at the outbreak of war or later, and who resumed teaching service at the first opportunity after demobilization, is recognized. As regards men who only commenced teaching service after the war, the teacher

must have entered service directly after demobilization, or after completing a full-time course for a degree. If the time spent on such a course falls short of three years, the difference between three years and the period actually spent in the course should be deducted from any period allowed for service with the Forces. Neither service before the age of eighteen, nor voluntary service after the armistice, should be counted. In the case of non-graduates, those who possess qualifications accepted by the Board as equivalent to a degree may be treated as graduates. Certificated teachers are to be dealt with according to the provisions of the former Circular 1227. The service of other non-graduates does not count.

WHILE expressing, at the moment, no opinion upon the important questions raised in our correspondence column by Mr. W. E. Paterson with regard to the teaching of geometry, we are bound to admit that he voices the views of an ever-growing body of thoughtful teachers. Much geometrical licence has followed the grant of geometrical liberty, and the absence of a reasonable degree of uniformity in the many variations in the sequence of geometry now adopted in schools affords ample justification of the plea for a review of the whole position. Nothing but good could result from a discussion on the subject by a conference of interested teachers, as Mr. Paterson suggests, and we welcome the information received from other sources that there is every prospect of the need for reform being adequately considered very shortly. Already the Incorporated Association of Assistant Masters have issued a *questionnaire* to all boys' schools in England and Wales inviting opinions from responsible teachers of mathematics, and probably the same course will be adopted with schools in Scotland. Interesting developments, too, may be expected at the Hull meeting of the British Association in September next, when the teaching of mathematics, with special reference to geometry, is to be discussed in joint session by Sections L and G—Education and Engineering. This discussion would be rendered all the more interesting and important if the collected views resulting from the *questionnaire* alluded to above could be considered.

IN spite of the interest aroused by *The Times* correspondence upon the feeding of schoolboys, we cannot feel that it has been very illuminating. Several mothers have written complaining that their boys are underfed; Old Boys have suggested that what was good enough for them ought to be good enough for their successors; housemasters have maintained that they ran their houses at a loss; and men of science have directed attention to the value of proteins and vitamins. We have heard all this before and still believe that each side exaggerates its case. No one who visits a public school and watches the boys at play can believe they are under-nourished; no one can, we think, believe that any sane body of men would undertake the really hard work and anxiety of a school boarding house from purely philanthropic motives. In saying this we are not imputing intentional misrepresentation to either side, but we believe that those schoolmasters who report that their expenses in connexion with their houses are greater than their receipts make the calculation after adding the cost of keeping themselves and their families to their "house expenses"; on the other hand, it is

probable that the boys who write home complaining that they are under-fed have really been given plenty of food, but of a kind they do not like. One of the most important duties of a housemaster is to discover the reason for this dislike. It will be agreed by every experienced and impartial thinker that the feeding at school must differ in several details from that in the homes from which the majority of our public schoolboys come. During the years of adolescence the amount of proteins taken after the midday meal must be reduced to a minimum, and a late dinner is not only unnecessary for a growing boy—it is harmful. For him a meat breakfast, followed by a substantial dinner at about 1.15, should provide sufficient animal food; tea, consisting of bread and butter or jam, at 6 o'clock; and a light supper of porridge or bread and cheese with cocoa at 8.30 should complete the day; and the correspondence seems to prove that this is the rule in most schools.

IN our opinion, the trouble lies not in the quantity or quality of the food provided, but in its monotony. Boys, like their elders, appreciate variety, and a housemaster who provides the same joints followed by the same puddings upon every fixed day in the week is inviting trouble.

**Variety
in Meals.**

If a cycle is necessary, which we doubt, one of eight days is much to be preferred to one of seven, but even in this case the cycle for the pudding course should differ from that for the meat. Another point too often lost sight of is the desirability of offering the boys a choice of food. It does not cost a penny more to provide roast mutton and roast beef twice a week than to have the former on, say, Monday and the latter on Thursday, yet the difference from the boys' point of view is enormous. Lastly, it must be remembered that the boys whom we are considering are accustomed at home to clean table linen, neat maids, and to having plants, &c., on their tables. We believe that many complaints are due to lack of attention on the part of the housemaster's wife to these details—in other words, what is wanting is not more food, but good cooking and more imagination on the part of schoolmasters and their wives.

FIRST THOUGHTS ON THE GEDDES REPORT.

ELEMENTARY EDUCATION.

THE most striking feature of the education section of the National Expenditure Report is the insensitiveness the Committee affect towards any but the financial considerations of this year and the year after. By intuition, or by the humbler processes of arithmetic, they appear to have arrived at the conclusion that a reduction of something like one-third in the education estimates is the goal to aim at, and that decided, they lay their plans as though national policies and parliamentary enactments can be reversed or abandoned with as little regard as would be given to cheap crockery broken and thrown on the dust heap. Their courage, their singleness of purpose may be admirable, but the one-sidedness of it all leaves the stronger impression. Widespread as is the agreement to-day that the nation's resources must be husbanded, there is surely as much agreement that economies must be reasonable. National policy issues from a process of balancing and compromise. There is always another side, which can only be ignored at the risk in small things of injury, in great things of disaster. The Committee ask us to cut deep into a policy which is

the growth of half a century as reckoned by the statute book, to change habits of mind which for large sections of the community have become convictions. Those who think about education—who have had the shaping of it, a class which includes many more than the practitioners, feel the burden of rates and taxes as keenly as any—more keenly perhaps than some, for as a rule they have no war profits to help them through the lean years. But they have never as a class allowed their conception of their duty to the State to be determined by financial considerations alone. If these colossal savings are to commend themselves to the thinking man the case must surely be fully argued, the relevant considerations must be freely and fairly stated.

The Committee would no doubt agree, premising that their task is discharged entirely in terms of finance. Yet even here they are hardly as helpful as one would have expected. True, they do discuss the arithmetic of some of their suggested economies, but either for lack of time, or perhaps because they shrink from the effects of their predetermined conclusion—or for tactical reasons—we are usually left in the end with some startling and unrelated figure, the analysis of which we must complete as best we can.

The Board of Education are "impotent": the local authorities are the villains of the piece; and it is all due to the "vicious" system of grants-in-aid proportioned to the cost of service rendered. It will be strange news for the local authorities; the students of public finance will rub their eyes. The control of the Board of Education extends to almost every detail of expenditure to-day. The local authorities are hardly more than the agents and ministers of the central authority. So close is the supervision that even with the greatest good will on both sides the administrative machine is with difficulty kept working. The situation would be well-nigh intolerable were it not for the gravity of the nation's financial position. And the instrument which has brought this about is just the proportional grant-in-aid of approved expenditure which Parliament is invited to discard. The history of this grant as applied to education is very short. Its possibilities as the instrument of central control have, however, been demonstrated by the sixty years' experience of the police grant. To challenge the principles of the grant at this time of day argues courage in the challenger. Let us leave it at that.

On the proportion which the grant in aid should bear to the total expenditure opinions will vary. Apart from all questions of the relative value of the service to the State and the locality which can be discussed *ad libitum*, it would be helpful to have the views of experienced administrators as to the upward limit beyond which the stake of the locality is too small to encourage economical expenditure, and the downward limit below which the control of the central authority upon the purpose of the expenditure ceases to operate effectively.

Their John-Bullish directness notwithstanding, the Committee appreciate the value of the manoeuvre for position. It comes out in their handling of the relations between the central and the local authorities. "There is no doubt," they say, "that local authorities have been urged into expenditure upon a scale which they would not have contemplated if left free." But the central authority is in a "position of impotence." The local authorities have contrived, so it is inferentially suggested, to get off with more than their fair share of the cost, and the transfer of liabilities from the Board to the authorities, if not potential saving, would at least be a virtuous act. Would it? No member of a local authority will be in much doubt as to the answer. The taxes are paid in sorrow, Lord Crewe once said, and the rates in anger. The tax burden has at least some pretensions to being scientifically adjusted to the backs of the bearers. Will anyone affirm the same of the incidence of rates upon agriculture or upon mines or upon railways?—yet of these, two are among the principal sources of material prosperity and the third is a most potent instrument of it. The system of rating is in many respects inequitable and inappropriate to modern economic conditions; the need for

reform has long been admitted. How, then, can trade recovery be assisted by saving the taxes at the expense of the rates?

Apart from calling for sensational reductions to be effected in ways either wholly unexplained or merely hinted at, the committee make three definite proposals for economizing in the elementary schools—the exclusion of all children under six years of age; the raising of the average number in a class to fifty; and the closing of small schools. It may assist the reader to gauge the combined effect of these proposals if I quote two short tables which have been compiled from the records of an English county authority. The county is fairly typical. In population it is very near the mean of the English counties: there are large rural stretches of country, but slightly over half the inhabitants live in industrial communities of moderate size.

The information summarized in the tables was taken on a certain day in July. On that day the average number of children in attendance was 31.3 in each class or, in terms of roll, 33.3, a number rather larger than that given by the committee as the average of the county, 32.4. The facts as to the size of the individual classes are as follows:—

						Classes.
Average attendance not exceeding 10						35
Average attendance exceeding 10 and not exceeding 20						206
"	"	"	20	"	"	30
"	"	"	30	"	"	40
"	"	"	40	"	"	50
"	"	"	50	"	"	60
"	"	"	60	"	"	70
Total						1,032

The main cause of this great diversity in the size of classes will be apparent from the second table, which refers to the same set of figures. Here the schools are arranged vertically in order of size and horizontally according to the number of classes in each.

		Number of schools, with the under-mentioned number of classes in each.										Total.
Size of school...	Average attendance:	1	2	3	4	5	6	7	8	9	10	
30 or under...	...	20	19	—	—	—	—	—	—	—	—	39
31 to 60	...	9	62	13	—	—	—	—	—	—	—	84
61 to 95	...	2	12	48	3	—	—	—	—	—	—	65
96 to 135	...	—	—	19	42	4	—	—	—	—	—	65
136 to 180	...	—	—	—	13	8	2	—	—	—	—	23
181 to 240	...	—	—	—	1	9	14	—	—	—	—	24
241 to 300	...	—	—	—	—	1	4	1	—	—	—	6
301 to 350	...	—	—	—	—	—	—	4	2	—	—	6
Over 350	...	—	—	—	—	—	—	—	2	1	3*	6
Total number of schools		31	93	80	59	22	20	5	4	1	3	318

The Committee are good enough to remark that country districts present special difficulties in the matter of the increase in the size of classes. They do, indeed! But half these children live in industrial districts. The staffing standards, of which these tables are the outcome, were settled school by school, account being taken not merely of the number of children but of their age range, of the number, capacity, and disposition of the teaching rooms. Under these conditions, to increase the average class by sixteen children, and so to reach the number fifty, over half only of the classes, is a plain impossibility; the educational organization of the schools would be destroyed at a point far short of the figure suggested.

At present the lower limit of compulsory attendance is fixed at five years of age. This particular authority has not availed itself of the statutory power to refuse admission to children between three and five years. The number of children covered by the tables was a little under 34,500, and of these rather more than 4,000 were under five years old. The number between five and six years of age was also rather more than 4,000. The exclusion of all children under six would thus reduce the total to a figure between 26,000 and 26,500. It is also evident that, of the children under

five, about half are kept at home by their parents. In the country districts the exclusion of children under six, with an exception in favour of those already in the schools, would clearly simplify the administrative problem without, in the majority of families, doing the child an injury. In the urban areas, however, of England as a whole the consequences would be far otherwise. The low age limit was obviously settled in relation to the total length of compulsory school life, which forty-five years ago was much shorter than by successive stages it has since become. The upper limit is now fourteen, with exceptions. That it has never occurred to authority to make any readjustment of the lower limit is probably due to the fact that the infants' school was, at any rate, cheap. But the practice of nearly fifty years has had its effect upon the social and economic structure. The means do not exist outside the school for dealing with the children of the mass which lives very near the poverty line. The married woman plays a considerable part in some of our industries. If the children under six are no longer to be admitted to the schools the street must for many of them fill the gap. The moral consequences for that state of things will soon absorb the savings the committee set out to make—and more. If the age of compulsion be raised to six, there must be some option below that age.

There remains the Committee's proposal to close the small schools. To the town dweller a school with a hundred children is a small school, but my second table shows dozens of schools in one county area with only twenty, thirty, forty, or fifty pupils. Throughout England there are hundreds of such schools taking children of all ages, from three to fourteen. These will be more and smaller if the children under six, who are from a fifth to a third of the whole, are excluded. In the towns almost all these schools could be closed without disadvantage. In the country the matter is not so simple. The pulse of social life in the villages is not too robust to-day and the closure of the village school will make it feebler still. A village without a school may be a place where men and women live; it is hardly a community.

There are also the more obvious practical difficulties; the nearest school may be beyond reasonable walking distance; if it is over two miles away, conveyance must be provided. But the chief difficulty lies in the present dual control of educational organization. Nearly all these schools are denominational in character, and, as the law stands, cannot easily be closed if less than thirty children attend them, and cannot be closed at all if there are more than thirty. Rural England may be counted upon to put up a stiff fight for its schools, even if the churches can be reconciled to the change. But that considerable economy could be effected under a policy of closure and amalgamation is certain, and the advantage of the larger school with its better opportunities should in the end compensate for the damage the policy would entail upon the common life of the countryside.

The reduction of 32 per cent., considered by the Committee to be necessary in the national interest in the expenditure on elementary education, cannot be made without reducing teachers' salaries, which constitute not less than 60 per cent. of the whole. But they leave the local authorities with the teachers to face the issue, and presumably, if they can, to agree to the precise amount of the reduction. The present scales, they say, are not universal in their application, and were not imposed by the Government, since the local authorities pay what they think fit. Thirty-five per cent. of the local authorities are reported not to be paying the standard scales of the Burnham Report; it is not explained that all these authorities are still within the terms of the Report, in that they are taking advantage of a proviso which enabled any authority to continue on the provisional minimum scale for a term of three years, and, in special cases, four years, from October 1, 1919. The responsibility of the Government for the standard scales is considerably under-stated. The Burnham Committee was called together by the Minister for Education. The scales, and the schedule of authorities which were to be asked respectively to pay them, were

* One of these schools has thirteen classes.

submitted to the Board of Education and were, in fact, modified at the Minister's request. Before giving his approval, at the end of June last, Mr. Fisher consulted the Chancellor of the Exchequer and put himself in a position to assure the local authorities that if they conformed to the Committee's proposals, as modified on his suggestion, the Government would meet its share of the cost, which would be calculated on the grant formula still obtaining.

The Committee hint a criticism on the scales in that—while there is a provision that, if the cost of living rises to a higher level than 170 per cent. above pre-war cost and remains there for a period of not less than six months, the scales are open to increase—there is no provision for reduction when the cost of living falls, as it has fallen. In spite of the apparent exception, the scales were in fact framed without direct reference to the cost of living. It did not take long in the preliminary discussion to discover that neither the local authorities' representatives nor the teachers were minded to consider a basic scale supplemented by a variable bonus. The authorities were concerned to fix the definite limit of their commitments, while from the teachers' point of view it was necessary permanently to improve rates of remuneration which, in their opinion, had never been adequate in the past. While the discussion of the scales was nearing its close there was simultaneously an unprecedented rise in the cost of living. In February, 1920, the Board of Trade figure was 130 per cent. above pre-war; by September it had risen to 161 per cent.; the next month it was 164 per cent., and there was no evidence that we had reached the peak, which was, in fact, attained at 176 per cent. in November. It was therefore only natural that during September and October the teachers, looking forward to the appeal which they would have to make for the support of their constituents, should ask and should obtain some slight protection against any further serious rise. Nothing in the nature of a bonus was promised: the door was closed, but the key was not turned in the lock. The scales were to have only a short currency—down to 1925, and this was made shorter still by provisions which prevent the generality of teachers from reaching their proper place on the scale until 1923. In circumstances such as these the Committee evidently feel that any reduction there is to be must be brought about by agreement. It would be dishonourable in the Government to refuse any longer to meet their share of the expense entailed by the scales. It would be equally difficult for the local authorities to make an independent reduction without consultation with those affected. It may be that the Committee are right and that the nation cannot afford to pay these salaries—large in the aggregate, though individually modest. But the teacher should not be singled out for reduction. There are other and comparable classes in the State, and all should bear their share.

J. L. HOLLAND.

THE CASE AGAINST COMPULSORY LATIN IN ARTS DEGREE COURSES.

By H. NICHOLSON, M.A., Head Master, Watford Grammar School, ex-Chairman of the Modern Language Association.

THE Report of the Prime Minister's Committee appointed to consider the position of modern languages in the English educational system contained the following recommendation:—"That neither Latin nor Greek be compulsory for an arts degree in any of our universities" (Recommendation 16). In January, 1919, after a careful consideration of this Report at a Joint Session of the Head Masters' Conference and the Incorporated Association of Head Masters, the following resolution was carried by a substantial majority:—"An arts degree should be obtainable by a candidate who has never studied either Latin or Greek." More recently the Prime Minister's Committee on Classics has reported as follows:—"That Latin should be retained or restored as a necessary subject in all arts courses, but that

prose composition should not be compulsory in entrance examinations" (Recommendation XV, 2). When the Classical Report was considered in January last by the annual general meeting of the Incorporated Association of Head Masters, the meeting endorsed its decision of January, 1919, though in slightly different words, viz. "That this association is of the opinion that Latin should not be a necessary subject in all arts courses of the universities." Modern language teachers view this recent recommendation of the Classical Committee with grave misgivings; they cannot but regard it as a reactionary proposal, and they feel that they must record their protest against it. The whole matter was very fully discussed at the annual general meeting of the Modern Language Association, held in Cambridge on January 4, 5, and 6, 1922, and the original recommendation of the Modern Language Committee was endorsed by a large majority.

It is most unfortunate that there should be any sense of antagonism between teachers of the classics and teachers of the modern humanities. After all, both are working for the same ends and by similar methods; both are trying to develop the minds of their pupils by bringing them into contact with the greatest thought of the past as expressed in the world's greatest literature. Whether the authors studied be Homer, Virgil, Molière, or Goethe, their aims are one and the same and their methods closely allied. No one objects to Latin receiving fair and even generous treatment in our schools. As a factor in education and as an instrument of culture its value is recognized on all hands, but it is necessary to lodge an emphatic protest when Latin claims a *special* and *privileged* position, and when it is suggested that it should be made an absolutely essential part of any and every kind of arts degree. Modern language teachers ask merely for equal treatment for classics and modern languages as equal and independent branches of humane letters. They have never attempted to make a modern foreign language compulsory for an arts degree, and they ask their classical colleagues similarly to abstain from all compulsion with regard to Latin and Greek.

In the past an arts degree has usually meant a degree in classics or in history or in some modern European language, usually one of the Romance group, and in such cases compulsory Latin has seldom been a very serious handicap, but we must face not only present-day conditions but the conditions that may obtain in the near future. A degree in arts may easily mean a degree in Oriental, Slavonic, or Semitic languages; it may mean a study of some form of Eastern culture—e.g. the history and literature of India, China, or Japan. Is it reasonable to suggest that any student wishing to take up such a course should be compelled as a preliminary to reach a qualifying standard in Latin? If only our classical friends will be logical enough in their demand for the study of origins, we may expect shortly a demand for Sanskrit for all.

It is urged, of course, that Latin is essential for the proper appreciation of the history, literature, and institutions of any modern European nation; but we need to distinguish carefully between knowledge of the language itself and a knowledge of Latin civilization, which can well be obtained from first-rate translations and books written in English. For almost all purposes, except, perhaps, in the case of the student of Romance philology and the advanced student in medieval history, a knowledge of Roman life and literature gained through English would probably prove quite adequate. In fact, for the average student of literature a knowledge of a classical masterpiece gained from a first-rate translation would probably be more useful than a knowledge gained by spelling out the original text painfully, word by word, with constant reference to a dictionary. It is surely obvious, for example, that a knowledge of Euripides gained from Prof. Gilbert Murray's translations is more valuable to the student of literature than a knowledge of Euripides gained in Greek by the average student who has had a modicum of Greek imposed upon him and who has never gained any real mastery of the language.

In the case of the student of the Romance languages the position is somewhat different. Here a knowledge of Latin is useful, though it is very doubtful if it is as useful as it is thought. For the student of Romance philology *some* knowledge of Latin is essential, though, again, the amount required is usually much overstated; a few dozen well selected words, an elementary knowledge of the verb and the noun, would probably suffice; in any case what is required is *not* the Latin of Virgil and Cicero as taught in our schools, but a knowledge of colloquial Latin and Latin slang. The philological specialist is a rare bird, and he can safely be trusted to get up the modicum of Latin necessary for his work without any legislative compulsion, and we should certainly not frame our degree regulations to suit him. Moreover, the amount of philology required for modern language degrees seems to be decreasing rapidly, more time being thus found for the intensive study of great literature—to most folk a much more profitable and attractive subject. It has been stated repeatedly that, even for the study of French literature, apart from French philology, a knowledge of Latin is absolutely essential. The answer to this is surely that the French have built up for themselves a great reputation by the admirable way in which they teach their children their own language. With them the *lecture expliquée* has become a fine art, and this method involves no reference to Latin. If the French teacher can be supremely successful in teaching the French boy or girl how to write his language and appreciate his literature without reference to Latin, why should not the English student be capable of being taught on similar lines?

For the student of languages *other* than the Romance group, Latin has but little significance. For the understanding of the various philological laws, the sound-shiftings, &c., a few carefully selected words—e.g. the numerals from 1 to 10 and the names of the family relationships—will usually be found sufficient to provide all necessary examples.

Let us now turn our attention to the effect that this recommendation of the Classical Committee, if accepted, will have upon the time-tables of our schools. It is generally agreed that French should be the first language studied. If, in addition to this, Latin is to be demanded of all students who intend to take arts courses at our universities, there will be little room in our schools for a second modern language and no room at all for a third modern language. The average student simply cannot carry three foreign languages. Compulsory Latin, therefore, rings the death knell in our schools of Spanish, Italian, German, and any other modern foreign language.

Another important point is that there are springing up all over the country schools of the new municipal type. In these there is often only one foreign language taught—namely, French. Boys from these schools will soon be matriculating in large numbers, without having offered Latin as a matriculation subject. Are the arts courses of our universities to be closed to them unless they are prepared, at the age of sixteen or seventeen, to abandon their normal studies and devote from six to twelve months to a compulsory study of Latin, so as to reach the qualifying standard required for matriculation? Many who might take good degrees, in English, French, German, modern history, economics, &c., may well refuse to do this, and will either abandon all idea of a university course or perhaps drift over to the science side.

After all, one may well ask what is the value of the modicum of Latin which is to be imposed on all arts students? It is certainly enough to be a serious handicap to the student who has reached matriculation without having studied Latin. It is emphatically not enough to be of any real value to him in university work. One thing is certain—viz. that the small amount of Latin imposed on the student, and usually acquired in the most uneducational way, will leave behind a permanent distaste for anything appertaining to Roman civilization. Every schoolmaster knows what compulsory Greek meant in the old days; he knows how the wretched victim learned his "crib" by heart and worked

up the scraps of Greek grammar selected by his "coach"; he knows with what joy the Greek books were flung aside the moment the boy scrambled through his examination—"an introduction to Hellenic culture," forsooth! Compulsory Latin simply reproduces these conditions; and we shall be told, *ad nauseam*, "Latin must be studied by every student because our whole modern civilization is based upon it." Why this obsession as to origins? Oh, the fatal mesmeric power of these high-sounding phrases! One thing, however, is certain—compulsory Latin will go the way of compulsory Greek, and for exactly the same reasons. For the day of privilege is drawing to a close and in the end no subject will maintain itself in the time-table save by its own inherent worth. Surely Latin can stand on its own feet and face this condition of things.

The point at issue at the moment is whether a satisfactory solution can be reached by facing the whole problem at once in a broad and statesmanlike way, or whether there must be a long, weary, futile struggle, with the end always a foregone conclusion—a struggle, moreover, which can do no good to the serious study of the classics.

PERSONAL PARAGRAPHS.

By the death of Viscount Bryce a most distinguished figure has been removed from the social circles of this country and from the diplomatic world. A native of Glasgow, Lord Bryce was first educated at the High School, where his father was head master, and afterwards at the university. Passing as a scholar to Trinity College, Oxford, he obtained a first class in classical moderations in 1859, and a first class in the final schools in 1861, both in classics and in law and history. He won the Craven Scholarship, the Vinerian Law Scholarship, the Latin Essay Prize, the Gaisford Prize for Greek Verse, and the Arnold Prize for a historical essay. In 1862 he was elected Fellow of Oriel. In jurisprudence and constitutional law he had always taken a keen interest, and was induced to push forward in these studies by the remarkable success of his Arnold prize essay on "The Holy Roman Empire." This essay, published as a book in 1864, won immediate appreciation, not only in England but in Europe and the United States. In 1867 he was called to the Bar, and in 1870 was appointed Regius Professor at Oxford, where he remained until 1893. In the meantime, however, he was elected to Parliament as a supporter of Mr. Gladstone in 1880. In 1892 he became Chancellor of the Duchy of Lancaster, and in 1894 was promoted to the Presidency of the Board of Trade. He was in opposition from 1895 to 1905, when, on the Liberals again coming into power, he was appointed Chief Secretary for Ireland. In 1912 he became Ambassador to the United States, and it has been said that no British Ambassador has carried away from America greater esteem and appreciation than the schoolmaster's son. He will be especially remembered in education circles for his notable work as chairman of the Royal Commission on Secondary Education.

* * *

ON the recommendation of the Secretary for Scotland, acting as vice-president of the Committee of Council on Education in Scotland, the King has been graciously pleased to appoint Mr. George Macdonald, C.B., F.B.A., LL.D., as Secretary to the Scottish Education Department, in room of Sir John Struthers, K.C.B., LL.D., retired.

* * *

EDUCATION has lost one of her greatest university teachers and a notable reformer by the death of Sir Henry Jones, professor of moral philosophy in the University of Glasgow, after an illness lasting several years. Born in Denbighshire, he worked at his father's bench as a shoemaker in his youth. Like many Welsh boys, he put forth incredible efforts under most difficult conditions to gain knowledge.

After some years of private study he sat for the entrance examination for elementary teachers at the Normal College, Bangor, and was rewarded by being placed at the head of all candidates for the Queen's Scholarship in the kingdom. After two years' experience as an elementary teacher he won a scholarship to Glasgow University, and there he became the pupil of Jebb, Nichol, and, above all, of Edward Caird. Graduating with first class honours in philosophy in 1878, he was awarded the Clark Fellowship, as holder of which he continued to work for four years more in the University of Glasgow as assistant to Prof. Caird. In 1882 he became lecturer in the University College of Wales at Aberystwyth, and on the opening of the University College of North Wales at Bangor in 1884 he was appointed its first professor of logic and philosophy. He held this post for seven years, establishing a reputation as a devoted and successful teacher as well as an eloquent speaker. In 1891 he was appointed to the chair of logic and metaphysics in the University of St. Andrews. Three years later Prof. Caird's departure for Oxford opened the way to his transference to Glasgow as professor of moral philosophy. Sir Henry Jones has largely influenced the development of Welsh education. He was the originator of the movement for the "penny rate," which all county councils in the Principality now levy in aid of the University of Wales, and he served on more than one Royal Commission. A couple of years ago he was appointed Gifford Lecturer at Glasgow, and owing to his threatened early death Mr. Balfour postponed his own delivery of the Gifford lectures in order to make way for Sir Henry Jones. Sir Henry Jones was an LL.D. of the University of St. Andrews and a D.Lit. of the University of Wales. He was elected a fellow of the British Academy in 1904, and was knighted in 1912, and only a few days before his death he received the Insignia of the Companion of Honour from the Prime Minister on behalf of the King, and the medal of the Cymmrodorion Society.

* * *

MISS ELEANOR DOORLY, head mistress of the Twickenham County School, has been appointed head mistress of the King's High School, Warwick. Miss Doorly took the B.A. degree of the University of London in 1905 with honours in French and English, and she is an accomplished linguist, speaking Italian, French, and Norwegian. After three years' research work in Italian modern history, she was awarded the M.A. degree on a thesis on "The Influence of English Diplomacy in Italy, 1859-1861." She has lately published a short social history of England, entitled "England in her Days of Peace," which has been adopted as a text-book in the Canadian schools by the Government of the Dominion. In addition to these intellectual achievements, Miss Doorly possesses the highest professional qualifications. She was trained as a teacher at the University of Bristol, and afterwards held the position of history and English specialist at the North London Collegiate School from 1907-1915, under Mrs. Sophie Bryant, D.Sc., Litt.D., whose testimony to Miss Doorly's unusual powers led to her appointment as head mistress of the Twickenham County School six years ago.

* * *

MISS SOPHIE HARE, who is retiring from the School for the Daughters of Missionaries at Walthamstow Hall, Sevenoaks, is one of the distinguished band of educationists who were educated under Miss Buss and afterwards served under her on the staff of the North London Collegiate School for Girls. Miss Hare was appointed Principal of Walthamstow Hall in 1901, and during the twenty-one years of her rule she has seen a remarkable growth, both in the size and in the educational achievement of the school. It would be impossible to speak too highly of Miss Hare's work, and of her influence for good on the girls left under her charge during the critical years of their lives.

* * *

WE regret to record the death of Prof. W. Lewis Jones, M.A., late professor of English language and literature at

the University College of North Wales, Bangor. Prof. Lewis Jones was educated at Queen's College, Cambridge, and was awarded the Members' Prize Essay by the university. During the tenure of his professorship he published several books bearing on literary subjects, and was recognized as an authority on Geoffrey of Monmouth. He had also contributed articles to "The Dictionary of English Literature." He resigned his professorship in 1917 on account of ill health.

* * *

THE deepest regret will be felt by all interested in education at the death of Sir John D. McClure, head master of Mill Hill School for the past thirty-one years. No master could have wished for a better colleague and friend, and no boy for a better head master. We reserve for our April issue a more adequate appreciation.

ONLOOKER.

TOPICS AND EVENTS.

ASSOCIATION OF DIRECTORS AND SECRETARIES FOR EDUCATION.—The thirty-first annual general meeting of the Association of Directors and Secretaries for Education was held on January 13 and 14 last at the County Hall, London, when Mr. Percival Sharp, the Director of Education for Sheffield, was elected President, and delivered the annual address. He alluded to the Education Act of 1918, which "gripped the imagination and profoundly stirred the spirit of the country," with its far-reaching consequences in the development of a saner citizenship, and a better attitude towards certain vital questions, particularly those relating to industrial problems, still, alas! far from being realized in many of its more important aspects. We are told, continued Mr. Sharp, that the education given in the elementary schools is not satisfactory in its results. There is little doubt that there is a tendency to extend the curriculum and include subjects which would be quite legitimate if the school life of the children could be lengthened. The true function of the school is not vocational, but to instruct the children soundly and to train the children so that, in body, mind, and soul, they are prepared in some degree for the stresses and strains of life. In 1870 there were committed to prison nearly 10,000 children under sixteen years of age, and to reformatories and industrial schools nearly 3,000, a total of nearly 13,000, when the population was only 22,000,000; and in 1919, with a better understanding of the needs of children, the number committed to prisons under sixteen years of age was twenty-five, together with 3,916 (in 1920) committed to industrial and reformatory schools, a total of nearly 4,000, with an increase of population to 37,000,000. These figures show one of the results of education which must not be overlooked. "We need," says Mr. Sharp, in conclusion, "efficient education for the War of Peace that is upon us more than ever we did."

FARM TRAINING AT HORSHAM.—We learn that the sum of about £3,000 has been bequeathed to Christ's Hospital by the late Mr. R. T. Prowse, of Howton, Bushey Heath. It is stated in the will that the money, although intended for the general purposes of the institution, should be applied more especially to the successful working of the scheme of farm training at Horsham designed to fit the boys for life in the Dominions. Under this scheme, which commenced last summer, the boys receive training in all departments of farm life, including, in addition to general agricultural work, dairy work, pig rearing, horse management, and poultry farming. The idea has been warmly commended by many Dominion authorities, who have shown themselves willing to take practical advantage of the plan, and signs are not wanting that the scheme will prove a successful experiment.

RAMBLES IN LONDON.—"We want to awaken your interest by a series of Rambles over London, each to recall some event of the past or memories of some famous men whose names the world cherishes." This is the opening sentence of a prefatory note to the first of a series of booklets, entitled "London Rambles," by Mr. Frank Green. (4d. each. Messrs. E. J. Burrow & Co., Ltd., 93 Kingsway, London, W.C.2.) Number 1, "A Ramble in Dickens-Land," contains a suggested walk, which can be covered in less

(Continued on page 142.)

MODERN CORRESPONDENCE COLLEGE.

PRINCIPAL :

ARTHUR McALISTER, B.A. (Cantab).

TRIBUTE TO M.C.C. TUITION.

13 Brynymor Road,
SWANSEA.
20/1/22.

Dear Mr. McAlister,

As you know from the telegram, I was successful in passing the examination for A.Mus.T.C.L.

I wish to thank you for the preparation I received, and the care which was taken in correcting my work.

The marks I gained—in each case out of 100—were:

Art of Teaching 85
Rudiments of Music 89
Harmony 80
Counterpoint 94
History of Music ... 78

which represents 85.2 per cent. of the total marks; a result which reflects the highest credit upon your instruction, particularly in view of the fact that I was ill during the examination, and was unable to do my best work.

I think that any one who works through the full Course with you stands a first-class chance of passing it the first attempt, as was the case with me.

I am,

Yours sincerely,

BASIL RADFORD.

P.S.—You have my permission to publish any part of this letter with my name.

A FORECAST.

"Severn House,"
28 Severn Street,
LEICESTER.
Nov. 17th, 1921.

Dear Mr. McAlister,

I feel it is a duty on my part to write and express my complete satisfaction with the Correspondence Course for Matriculation which my son is taking with you.

The lessons are so admirably graded, and the corrections and hints are so lucid and clear as to be of the greatest assistance to the student.

The fact that my son only began with the Course in July and that he feels confident of success in January, speaks volumes for your training.

I shall be pleased for you to make any use you think well of this letter.

Yours most truly,
WALTER J. BUNNEY,
F.R.C.O., L.R.A.M.

THE RESULT.

"Severn House,"
28 Severn Street,
LEICESTER.
Jan. 23rd, 1922.

Dear Mr. McAlister,

I have just received the official intimation that my son has been successful in passing Matriculation.

The fact that he only began his training with you for this Examination in July, 1921, and has been successful in January, 1922, speaks for itself.

I wish to thank you very warmly for the kind interest you have taken in him, and for the excellence of the methods which have produced such a happy result. Believe me,

Yours very sincerely,
WALTER J. BUNNEY,
F.R.C.O., L.R.A.M.

A.R.C.O.

SUCCESES.

1921 4
January, 1922 2

A student who failed in 1914 (under other tuition) writes as follows:—"I received *double* the marks for Counterpoint that I got in 1914. I did not experience any difficulty this time with the Counterpoint. Your system of teaching it has made interesting to me a subject which before I detested. I cannot express my belief in your system too strongly. My Counterpoint until I came to you was awful, and I despaired of ever being able to write fluently and tunelessly."

L.R.A.M. and A.R.C.M.

SUCCESES—April, 1921.

A.R.C.M. { Entries 2
 { Successes 2

L.R.A.M. (Singing),

December, 1921.

The Successes gained by Students of our Singing Tutor beat all previous records.

Entries 5 Successes ... 5

EXTRACTS FROM LETTERS.

"I wish to take this opportunity of thanking you for the very valuable help you gave me in those papers. The examiners actually asked me many of the points contained therein."

"I read the account of your successes in the *Musical Times*, and feel sure your system will take a high place in the ranks of Correspondence Colleges."

FREE

Guide to F.R.C.O., Mus.Bac., A.R.C.O.,
L.R.A.M., A.R.C.M.,
A.Mus.T.C.L.

201 Ilkeston Road, NOTTINGHAM.

than an hour, in the Strand district, so rich in associations with the famous author. These links with Dickens are pointed out in the booklet in an interesting and informative way. Neatly bound, well printed, illustrated, with blank pages left for pupils' own observations and sketches (so that they may complete their own books), this series should appeal strongly to teacher and pupil alike. As an effort to increase a justifiable pride in the wonderful city, it deserves commendation.

CAMBRIDGE LOCAL EXAMINATIONS.—The first instalment of the class lists of the Cambridge Senior and Junior Local Examinations, held in December last, shows that 4,660 candidates were entered at centres in Great Britain and Ireland, and that there were in addition 6,113 candidates for these two examinations at overseas centres. Of the candidates at home centres 563 boys and 700 girls passed in the Senior Local Examination, 32 boys and 5 girls obtaining first class honour certificates. The conditions for complete exemption from the previous examination were satisfied by 90 boys and 47 girls. In the Junior Local Examination 640 boys and 47 girls satisfied the examiners, 11 boys and 2 girls being placed in the first class. The class lists of overseas candidates will be issued later.

EDUCATION GUILD SUMMER HOLIDAY COURSE.—The Education Guild propose to hold a Holiday Course this summer in the nature of a Conference of Teachers on the Dalton Plan. The course will be held at Clifton, Bristol, for ten days immediately following the breaking-up of the schools—that is, from Saturday, July 29, to Tuesday, August 8. The Conference will consider the Dalton Plan and its application to various types of schools and subjects, and ample time will be allotted for questions and discussion with teachers who have practical experience of the system. Further particulars of the Course will be announced later, but all information with regard to it may be obtained from the General Secretary, The Education Guild, 9 Brunswick Square, W.C.1.

HEALTH WEEK ESSAY COMPETITION.—The Health Week Committee appointed by the Royal Sanitary Institute, who inaugurated, with the approval of the London County Council Education Department, a competition among London elementary-school children for the best essay on "Habits and Health," have just issued a list of fifty prize-winners. 109 essays, selected by head teachers in the various schools, were submitted to several well known educationists acting as examiners. In announcing the prize-winners the Committee wish to express their appreciation of the way in which the elements of hygiene and healthy living are taught in London schools.

LECTURE CONCERTS.—Miss Clarisse Speed's lecture-concerts are doing much to cultivate musical appreciation both in adults and children. To know what is good and to ensue it are worthy aims of instruction of all kinds, and Miss Speed's programmes of talks with musical illustrations certainly assist towards this end. These lecture-concerts were first undertaken at the request of the musical adviser of the London County Council, and they have been attended by more than three thousand people, including a number of parties from schools. The fifth lecture-concert, with orchestra, will be given at Kingsway Hall, Kingsway, W.C.2, on Saturday, March 18, at 3 p.m., and the programme arranged is most inviting. Tickets may be obtained at the Hall, or from Miss Speed, 25 De Quincey Road, Tottenham, N.17.

MONTESORI SOCIETY CONVERSAZIONE.—The Montessori Society, London, have invited all their members to a *Conversazione* on Saturday, March 4, from 4 to 6.30 p.m. The *Conversazione* will be held at the hall in the Mary Ward Settlement, Tavistock Place, W.C.1. Miss Mildred Swannell will give an address at 4.30 p.m.

MORAL EDUCATION CONGRESS.—It has been agreed to hold the third meeting of the International Moral Education Congress at Geneva from July 28 to August 1 this year, and that the Geneva Committee shall invite about fifty contributors to send in papers. The British contributions being fixed at five, the Council have provisionally allotted three to history teaching and two to the subject of practical service. Sir Robert Baden-Powell has consented to present one of the last-named. To the United States five papers have been allotted. Communications on the subject from readers should be addressed to the Hon. Secretary, Mr. Frederick J. Gould, Armorer, Woodfield Road, Ealing, London, W.5.

TEACHERS' BIBLE STUDY WEEK.—This year's Bible Study Week

will be held at Oxford from April 15 to 22. Lectures will be delivered on "The Progressive Revelation of God in the Old Testament," "The Influence on Israel of Early Civilizations," "The Approach to the Gospels," and "The Life of our Lord on Earth." The inclusive fee for the course varies from £2. 18s. to £3. 18s., according to the accommodation required. Alternatively, lecture tickets for the week or day can be obtained, at 10s. and 2s. respectively, from the Hon. Secretaries, B.S.W., c.o. Miss Bevan, 5 Rawlinson Road, Oxford, to whom all inquiries should be addressed.

CONFERENCE OF MANUAL TEACHERS.—The twentieth annual conference of the National Association of Manual Training Teachers will be held this year at the London Day Training College on April 18 and 19. A public meeting will be held on April 18 at 3 p.m. An exhibition of practical work of all kinds is to take place on both days, a special feature of which will be the section devoted to private exhibits, i.e. individual models as "aids" to the teaching of mathematics, science, geography, &c. The Conference Secretary (Mr. F. Carpenter, 75 Chestnut Grove, S.W.12) will be happy to answer inquiries with reference to the conference.

AN EASTER VISIT TO HOLLAND.—Last year the Civic Education League organized an Easter visit to Belgium, and this year a similar trip to Holland is being arranged. It is proposed to leave London on April 15 and to return on April 27. Visits will be paid to Rotterdam, The Hague, Leyden, Haarlem, Amsterdam, Utrecht, and possibly Dordrecht and Middelburg. Attention will be given to the chief social and economic institutions of the country, and members of the party will have special facilities for first-hand contact with the work and personnel of these institutions. Education and municipal, commercial, and political life will be studied in this manner. Mr. Alexander Farquharson will be in charge of the educational arrangements throughout. Any-one interested in civic studies may join the party, and early application should be made to Miss Margaret Tatton, Secretary, Civic Education League, Leplay House, Belgrave Road, S.W.1.

ESPERANTO CONFERENCE.—L'Institut J. J. Rousseau is calling a conference, to be held at Geneva on April 18 to 21, on the question of the teaching of Esperanto in schools. The matter will be discussed in detail, and past experiments and future action will be considered. All communications with reference to the meeting should be sent to L'Institut J. J. Rousseau, Taconnerie 5, Genève.

STUDENTS FROM OVERSEAS.—According to the figures of the Universities Bureau of the British Empire there are 4,470 students from the overseas dominions and foreign countries in the universities and university colleges of the United Kingdom, made up of 1,187 from Africa, 781 from America, 1,576 from Asia, 645 from Europe, and 281 from the Pacific (Australasia).

PRIMARY SCHOOL NOTES.

A Disappointing Document.

THE Report of the Geddes Economy Committee upon expenditure on education is frankly a disappointing document. An expectant press had led the general body of the public to anticipate suggestions which would alike reduce the cost and increase the efficiency of our educational system. The Report includes under the head of national expenditure money which is derived from local sources, and in consequence it is difficult for ordinary citizens to ascertain accurately the amounts expended upon the various sections of education. On one page of the Report, for example, the provisional estimate of the Board of Education on elementary schools for the year 1922-23 is given as £36,724,000. On another page the estimated cost of elementary education per child, per annum, is given as £12. 7s. 6d., including a charge of £8. 8s. for the teaching service. The teaching cost, again, of elementary education is estimated at £44,975,000; and it is clear that the proposal to limit this amount to £36,000,000, *vide* page 3 of the Report, is one which assumes the right to criticize the action of local authorities in relation to their expenditure. As the reference of the Economy Committee was to consider "reductions in the national expenditure," it would

(Continued on page 144.)

Telegrams: "Educational, Cent, London."

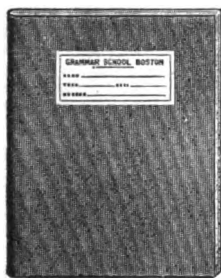
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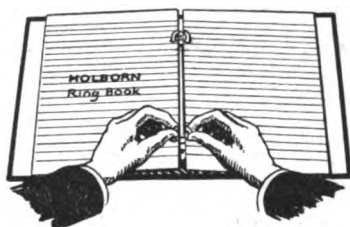
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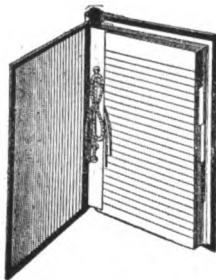
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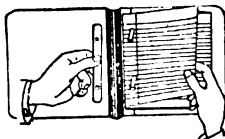
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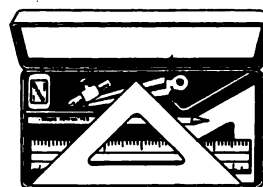
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appear that its members were driven by the difficulty of their task to swell the total by adding the expenditure of local education authorities.

* * * * *

A Helpful Proposal.

THE criticism of the existing formula for assessing school grants is one which is thoroughly justified, and represents the view of those who have to baffle with the problem of calculating government grants. If the Geddes Committee are able to secure a simplification of the methods of assessment they will have justified their existence. It is perhaps unfortunate that inquiry was not also made into the manner of conducting statistical data from the schools, in view of the fact that there is unnecessary waste of the time of teachers in filling up returns more or less useless.

* * * * *

A Lost Opportunity.

THE growing conviction among administrators of education that a complete reorganization of the existing relations between primary and secondary schools is desirable, no doubt made them keenly expectant that the problem of overlapping in education would have received some attention from the Economy Committee. There is little immediate prospect of building new secondary schools, and any extension of higher education would appear to be dependent upon a wiser use of the facilities already in existence. The prospects of utilizing the senior departments of elementary schools for lower secondary school work have never been critically examined by a representative body. School managers, as well as teachers, are beginning to realize the uselessness of maintaining an expensive inspectorate to do work which is already efficiently performed by local authorities, and that the time is opportune for the absorption of the inspectorate within the teaching profession, where, as model teachers, they could apply their ever-changing precepts. The provision for transferring scholars of exceptional ability from the primary to the secondary schools has never been more unsatisfactory than it is to-day, when there are thousands of suitable children unable to secure the higher scholarship desired by their parents. That these points have been completely omitted from the Report of the Economy Committee tends to prove that business men in a hurry are not necessarily wiser than ordinary citizens.

* * * * *

Useless Proposals.

THE proposed exclusion of children below the age of six years from State-aided schools will be met with determined opposition from the agricultural and industrial classes. Leaders of the churches have strong convictions about the inculcation of religious principles in the years of infancy; and all primary State-aided schools impart such instruction carefully and conscientiously. It is unfortunately still necessary for many mothers to work for their families, especially since the havoc of the war, and if their children are shut out from the schools such parents will be cruelly handicapped. The overcrowding of classes up to an average of fifty scholars per teacher is perhaps the most impractical proposal in the Report. The recommendation could not be entertained by anyone who had the slightest experience of school administration. It is causing intense bitterness among parents, and cannot fail to intensify the distinctions between social classes which have, unfortunately, arisen since the close of the war.

* * * * *

Teachers and the Report.

THE opposition of teachers to the drastic "cuts" recommended in the Report is intensified by the fact that they have already submitted to three separate reductions in the application of the Burnham scales of salaries. The Report ignores the fact that these scales were based upon the normal standard of living; and that contracts have been concluded, or are being concluded, between the Government, teachers, and local authorities to settle the problem of salaries until 1925. Political action has already been taken by sections of teachers, who find the Geddes Report a very useful instrument in enlisting the active support of parents who take an interest in the education of their children. One important body of teachers proposes to call out all members of the profession from participating in such voluntary work as War Savings Associations. Members of Parliament are being served incessantly with protests against the proposals of the Economy Report; and the long view in the profession appears to be that the reaction against it has already set in.

CORRESPONDENCE.

TEACHERS AS TRADE UNIONISTS.

To the Editors of The Journal of Education and School World.

DEAR SIRs,—Will you permit me to make a protest against certain statements contained in the last paragraph of Occasional Notes in your February issue?

It is misleading to say that "the Head Masters' Association have declared for trade unionism."

Trade unionism is now a very complex system, but I take it that latterly its most characteristic development has been its willingness to put the welfare of some particular industry, or class, before that of the community, and it has thereby lost much of the influence which it previously possessed. Because certain associations have refused to admit to membership those whose views are in conflict with those of the vast majority of the members, it is not only unfair but absurd to label them as trade unions.

Trade unionism has an armoury of weapons, both offensive and defensive, and I suppose one or more of the same types of weapons are used by every organized body, yet every such body is not a trade union, nor need its policy in the main have the remotest likeness to that of trade unionism as a whole.

The I.A.H.M. have, after many years of hard work, reached an agreement with the local authorities (who, in a sense at all events, represent the community), which has been ratified by the Board of Education, as to the minimum salary which, in the interests of education, should be paid to head masters. Some authorities are recalcitrant and offer lower salaries. The I.A.H.M. and the I.A.A.M. point out to candidates for these posts that they are doing their best to render this agreement nugatory. Anyone is at liberty to accept such a post—it is not suggested that stern measures will be taken against him—but he would plainly be out of place in an association which has made an agreement with the terms of which he is unwilling to abide.

Religious bodies, clubs, and even masonic lodges have been known to refuse membership to individuals. Have they all declared for trade-unionism?—I am, yours, &c.,

COMMON SENSE.

THE MODERN TEACHING OF GEOMETRY.

To the Editors of The Journal of Education and School World.

DEAR SIRs,—Sir Thomas Heath, in his recently published book on Greek Mathematics, quotes Isocrates as recommending the study of geometry and astronomy on the grounds that "the study of these subjects trains a boy to keep his attention fixed and not to allow his mind to wander; so, being practised in this way and having his wits sharpened, he will be capable of learning more important matter with greater ease and speed." This view of the object of teaching geometry was held in his country until the end of last century; unfortunately it was forgotten that the Greek system included a previous training in practical geometry, and this was almost entirely neglected in English schools. Hence the Roman view of geometry gained the upper hand (to quote Sir Thomas Heath again, "Theoretical geometry did not appeal to the Romans, who only cared for so much of it as was useful for measurements and calculations"); Euclid was abolished and every teacher was free to teach geometry in his own way.

This freedom had at first the effect of reviving interest in geometrical training, but, after twenty years, has led to something like chaos. In the opinion of many teachers and examiners modern teaching has not increased the purely geometrical knowledge of pupils and altogether fails as an improver of the mind or as a sharpener of the wits. It is suggested that it would be beneficial if a recognized sequence of propositions were adopted. As long ago as April, 1912, Prof. Bryan suggested, in the *School World*, that Euclid's sequence should be restored; in the following number of the *School World* several teachers of mathematics gave their opinions on this proposal. Opinions were equally divided on

(Continued on page 146.)

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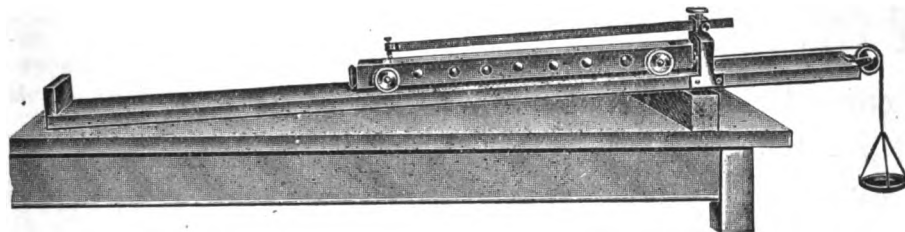
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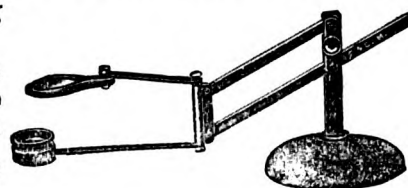
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the advisability of a recognized sequence, but those in favour of a sequence were not in favour of Euclid's.

I am now writing to suggest that a committee representative of teachers and examining bodies should be invited to draw up a sequence. If this committee agreed on a sequence it would probably be widely adopted and thus provide a common basis for geometrical teaching, whilst still leaving freedom to the individual teacher to use his own methods. In the hope that means may be found to appoint such a committee, I am soliciting the publicity of your columns.—Yours, &c.,

W. E. PATERSON.

GOOD HONOURS DEGREES.

To the Editors of *The Journal of Education and School World*.

SIRS,—You are probably aware that, in order to satisfy the demand of the Board of Education for the reduction of expenditure, local education authorities are making inquiries into all claims to a "Good Honours Degree" among teachers in secondary schools. A second class honours degree is not to be recognized as "Good Honours" without official evidence of special distinction, e.g. of being placed in the highest division of the second class where the list is so divided, or of a high place in the official order of merit where a list in order of merit is published.

As a result of the demand for official evidence of this kind, graduates of Oxford University who have taken good second classes, at present labour under a great disability, as there is no subdivision of classes and no official order of merit in their university.

In some subjects, e.g. English language and literature and history, the standard of the Honour school at Oxford is recognized to be higher than that at most other universities. Yet, on account of this lack of official evidence, a good second at Oxford will now rank lower than a good second at Durham or Bristol.

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Surely the University of Oxford stands in a strong enough position to point out this discrepancy to the Board of Education, and to save its graduates from suffering under such disabilities for the mere lack of evidence on paper?—Yours, &c.

URSULA M. EDMONDS, B.A. (Lond.),
Oxford Honour School of English
Language and Literature.

Girls' High School, Nuneaton.

January 27, 1922.

THE KINEMA IN EDUCATION.

To the Editors of *The Journal of Education and School World*.

SIRS,—May I express my sympathy with the attitude expressed in the paragraph (on page 750 of the December issue) entitled "The Kinema in Education"? As you very pertinently observe, "It savours rather of the attitude of the ostrich to take an agnostic pose and trot out the old yarn about damage to the eyesight and appealing only to the eyes."

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It is good to have this question now definitely settled by so impartial an authority, and it is to be hoped that some of the energy which has been so fiercely displayed in fighting against the introduction of the kinema will be diverted into useful educational channels.—Yours, &c.

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SUPPLEMENTARY AIDS TO CLASSROOM WORK.

III.

HISTORY.

By Prof. F. J. C. HEARNshaw.

I.

THERE are probably few students of history whose class work has fallen within the limits of this twentieth century who can realize the deathly dullness of the Victorian teaching of the subject. Text-books were everything. And such text-books—"Little Arthur," Mrs. Markham, Collier, Curtis! Unrelieved, for the most part, by a single illustration, unassisted by a solitary map or plan, immeasurably remote from any original source of information, they retold the unauthentic anecdotes collected or invented by their predecessors, passed judgments according to their prejudices, and left their readers with an abiding sense of the unrealities of both the persons and the events of which they had been treating. History lessons in class consisted in the setting and the hearing of so many pages of the text-book. Sometimes whole paragraphs had to be committed verbatim to memory; at other times a summary knowledge of the section sufficed. The teachers of history had, as a rule, made no study of the subject since their own school-days; they rarely knew anything whatsoever about it beyond what the text-book told them; their interests, if they had any, lay in wholly different directions. They neither used nor felt the need of any supplementary aids.

II.

A change began to manifest itself in the teaching of history during the closing years of Victoria's reign. It may be attributed partly to the permeating influence of the school of university historiographers, of whom Freeman and Seeley were the leaders. They emphasized the vital connexion between history and politics, and made it clear

that, since "the roots of the present lie deep in the past," no permanent progress in the future is to be looked for except along historical lines. But the influence of the school of Freeman and Seeley was reinforced by the conviction of far-sighted educationists, such as Prof. H. L. Withers, that the training of the young democracy in the principles of citizenship necessitated the laying of a broad and sound foundation of historic knowledge. Hence they laboured until they secured the inclusion of history in the regular curricula of all schools, colleges, and universities. Their accomplishment of this task gave rise to a demand for specialist teachers of history. Specialist teachers organized themselves as the Historical Association in 1906—a body which now numbers some five thousand members. The fruitful activities of the Historical Association, in particular its discussions in committees, at annual gatherings, and through branch meetings, have been among the causes which have resulted in a complete reformation of historical text-books on the one hand, and, on the other hand, the introduction and development of many valuable supplementary aids to the teaching of history. We proceed to note the more important of these, but before doing so we may pause to remark that these aids remain strictly "supplementary." They do not supersede the text-book; still less do they render careful class teaching unnecessary. It is still of prime importance that each pupil should have in his hand an outline narrative of the course of events which signalized the period that is being studied; it is still indispensable that the teacher should, with verbal summary and blackboard outline, with question and illustration, drive home the information and suggestion furnished by the text-book.

III.

The zealous teacher in search of means of vitalizing his subject will probably turn first to certain *material* (as distinct from merely *modal*) aids, some or all of which are sure to be available. These material aids are themselves true original sources of history, authentic relics of antiquity, embodiments of past ages and vanished ideas, human documents eloquent to those who have eyes to read their silent speech. The history teacher instinctively feels that nothing will so certainly lend reality to his story of remote ages as the exhibition of the actual handiwork of the old toilers. The student is brought into direct and personal touch with the primary authorities which no commentator or interpreter can wholly misrender or obscure. Such primary aids are (1) archaeological remains still *in situ*; (2) relics of antiquities collected in museums; (3) original manuscripts or, failing these, facsimiles of them; (4) contemporary literary remains; (5) authentic portraits and drawings, or reproductions thereof. A few words respecting each must suffice.

(1) In a country, like Britain, of old and varied civilization, a neighbourhood is indeed unlucky if it can discover no relic of its earlier inhabitants. Prehistoric man has left scattered over all the land numerous hill forts, burial mounds, "pilgrims' ways," and bridle tracks; the Romans have bequeathed to a distant posterity monuments built for eternity—walls, gates, camps, villas, temples, one solitary Christian church, and, above all, roads innumerable and unmistakable; the Anglo-Saxons have left their mark mainly on the villages with their fields, woods, and commons, wherein the skilled eye can still often detect traces of the old communal cultivation; the Danes are discoverable principally in a nomenclature which is a rich and largely unexplored region of historical information; with the Normans begins that inexhaustible and priceless wealth of architecture which, in cathedral and castle, monastery and hall, parish church and manor house, enables the student to follow, almost year by year, the mutations of the civilization of this island during the past eight and a-half centuries. The alert teacher will be quick to supplement the text-book sketch of each period as he comes to it, by an excursion to such relics of the period as may be within his reach.

(2) The historical museum is the appropriate and invaluable depository of such small relics of antiquity as have happily escaped the ravages of time. There are few regions that have not got some sort of a museum, although the method both of classification and exhibition in many of them leaves much to be desired. Too often is a museum reduced, by generous donors and weak custodians, to the rank of an old curiosity shop, or even of a lumber-room. In the well equipped historical museum should be found prehistoric implements, Roman coins and pottery, Saxon weapons and utensils, Norman armour, and the varied remains, steadily growing fuller as the generations elapse, of the post-Norman ages. In these collections preference should, of course, be given to local specimens; but it is a great mistake to limit the exhibition to purely local finds. No single locality can provide a complete display. Every locality should be ransacked, the place of origin, of course, being indicated in the case of each specimen. When authentic specimens cannot be procured, good models are useful. These are not so readily procurable in England as they were in pre-war Germany, where F. Rausch, of Berlin, had a wonderful series of "Modelle zur Veranschaulichung vaterländischer Kulturgeschichte."

(3) Ancient and medieval documents are among the most effective means by which the differences between earlier ages and our own can be illustrated and impressed upon the imagination of the pupil. From the nature of the case, originals of these are rarely available for school or college use. All, however, who are within reach of the Public Record Office in Chancery Lane, London, should arrange to take their senior scholars to the wonderful collection of notable manuscripts which are there on permanent exhibition. In many municipal boroughs and not a few manorial villages it should be possible to arrange for occasional inspections of the borough records, the court rolls, or the parish registers. For the most part, however, dependence will have to be placed on facsimiles, and, fortunately—so great is the demand for these—there is a good and improving supply available. The Palæographical Society's magnificent plates are beyond the financial compass of any but the wealthy. Messrs. Johnson & Jenkinson's "English Court Hand," with its companion atlas of forty-four fine reproductions, is a storehouse of valuable material. But most serviceable for general use are the "Facsimiles of Medieval Documents," issued by the Bodleian Library, Oxford, and the "Facsimiles of Historical and Literary Autographs," published by the Trustees of the British Museum. "Magna Carta" has been separately reproduced by Messrs. Cassell & Co. and Messrs. Chatto & Windus.

(4) The literature of the period should never be neglected as a supplementary aid to a comprehension of its history. The two studies, indeed, should be carried on in the strictest co-ordination. They are truly but two branches of one and the same theme. The ultimate purpose of the investigation of events is to discover the causes to which they were due, and among these causes human ideas rank high. These same ideas are manifested in literature, and it is often a nice question to decide whether a great book (e.g. Locke's "Civil Government" or Smith's "Wealth of Nations") has moulded or merely reflected the contemporary course of affairs. Together with the literature, which should be used as an aid to the study of history, should also be noted the present-day newspaper. It provides frequent pegs on which to hang appropriate history. The present writer, when he was teaching in his last school, availed himself of a spare period every Monday afternoon to discuss with his class the topics of the preceding week. The topics regularly produced an imperative demand for history; the history demonstrated its value by assisting in the elucidation of the topics.

(5) Last, but not least, art and handicraft should be called in to provide material aids to the teaching of history. Historical portraits are most efficient means for reducing abstract personalities to concrete personages. The National Portrait Gallery is open for all who can visit it; but teachers

need to be cautious in taking their classes there. The temptation is to see and to show too much at once. The mind becomes bewildered, and the memory overcharged, by the wealth and variety of the portraiture. On the whole, facsimiles of the required portraits are to be preferred for class work, and teachers should know that every picture has been reproduced and is readily procurable in the Gallery at a reasonable price. Mr. Emery Walker, 16 Clifford's Inn, moreover, has a fine collection of historical portraits drawn from many sources. The Clarendon Press have published three volumes of them, with descriptive biographies by Mr. C. R. L. Fletcher. Besides portraits of persons, pictures of buildings are valuable aids to history. Not even the cheap familiar post card should be despised. It is possible to make an album of picture post cards which is of the greatest interest and the most real use to a student of history. Historical wall pictures of various kinds are issued by Messrs. Arnold, Cassell, Horace Marshall, Longmans, Philip, and also by the Art for Schools Association and the Educational Supply Association.

IV.

So much for what I have called *material* aids, that is to say, supplements to the text-book which supply new and important data for historical study and critical judgment. But besides these material aids there are what may be termed *modal* aids, that is to say, adjuncts to the text-book method of instruction—supplements to the outline narrative not so much by reason of the new information which they supply as by reason of their novel manner of presentation. Half a dozen may here be named and touched upon briefly. They are (1) source books; (2) books for reference and for additional reading, among which should be included a few select historical novels; (3) atlases and wall maps, illustrative of history; (4) time charts, whether extemporised on the blackboard, constructed more permanently on specially prepared sheets, or procured ready-made from one of the several publishers who produce them; (5) lantern slides and cinematograph films; (6) historical dramas and pageants. On most of these topics teachers who wish to keep abreast of the times should consult the leaflets and *History*, the quarterly magazine of the Historical Association, and also, if they can obtain it, the *Historical Outlook*, the monthly organ of the American Historical Association.

(1) The source-book method of instruction was first developed in the United States. At the start it was intended that the text-book should be eliminated and that each pupil should build up his own narrative indirectly out of the raw material provided by the editor. This wild scheme, however, was soon abandoned as its early absurdities displayed themselves, and the source books were reduced to their proper function (more humble but not less useful) of supplementing the text-book by means of extracts from important original documents. Several series, English and American, are available for teachers. The fullest are the five volumes of Messrs. Horace Marshall & Sons' "Illustrative Histories," the nine volumes of Messrs. Blacks' "English History from Original Sources," and the nineteen volumes of Messrs. Bell's "Source Books of English History."

(2) For books of reference the reader should consult Leaflet No. 20 of the Historical Association on "School Historical Libraries." This might be supplemented for more recent books by Miss Eileen Power's "Bibliography for School Teachers of History" (Methuen, 1s. 6d.), or the excellent catalogue of the historical library of the Bootham School at York. For select historical novels, Prof. Firth's illuminating paper issued by the Historical Association should first be read; in this are enumerated the more extensive but less discriminating guides compiled by Dr. Baker, Mr. Nield, and others.

(3) It is now universally recognized that the close co-ordination of history and geography is vital. The serious study of history should not be commenced until the physical features of the region involved in the study are entirely

familiar. When this familiarity is achieved, historical maps (whether hand maps or wall maps) are serviceable for the marking of political developments. Historical atlases are published by Messrs. Bell, Johnston, Longmans, Macmillan, Philip, and the Oxford University Press. Series of wall maps are procurable from Messrs. Johnston, Messrs. Philip, and the Oxford University Press. There are also various German sets of wall maps, of which the ten maps of the Spruner-Britschneider Series are the most generally useful.

(4) The time chart is now regarded as an almost indispensable adjunct to the apparatus of the history classroom. Several firms (e.g. Messrs. Arnold, Messrs. Philip, and the Oxford University Press) publish charts of one sort or another; but the growing opinion among educationists is that the only chart really valuable is the one made by the teacher (or pupil) himself. An admirable discussion of the whole question, with numerous examples and illustrations, is given in the Historical Association's Leaflet No. 50, by Miss H. M. Madeley.

(5) The lantern and the cinematograph seem destined to play an increasingly prominent part in history teaching. Large collections of slides are possessed by some educational authorities (such as the London County Council) and by some public bodies (such as the Royal Colonial Institute and the Victoria League). For those who wish to buy, such firms as Messrs. Newton & Co. (37 King Street, Covent Garden) or Messrs. Philip & Son (32 Fleet Street) have large selections. To apply the cinematograph in education is not so easy. Nevertheless, so strong is the appeal which it makes to the infantile mind, that it is felt that it must somehow be pressed into the service of pedagogy. How this may be accomplished is the problem which the Educational Kinematograph Association (22 Great Portland Street) has set itself to solve. A number of films suitable for display in schools can be hired from the Macmillan Educational Film Co., Ltd., 32 Charing Cross, S.W.1.

(6) The use of the drama and the pageant as a means of vivifying history has been powerfully advocated in a recent address by Mr. Hilaire Belloc before the British Drama League (December 29, 1921). The principles which Mr. Belloc preaches have been applied in practice by the Village Children's Historical Play Society, and in particular by one of its most active members, the Hon. Mrs. Matheson. Nowhere has the dramatic method been more vigorously and successfully attempted than in the region controlled by the Canterbury and District Education Board, from whose energetic officer, Mr. R. H. Stevens, particulars can be obtained.

Although lack of space prevents the giving on the present occasion of any detailed account of any of these supplementary aids now available for the enthusiastic teacher of history, it is hoped that enough has been said to show how numerous and varied are such aids, and how, by means of them, the study of history can be converted from a drudgery to a delight.

NEW IDEALS IN EDUCATION CONFERENCE.—The Eighth Annual Conference of New Ideals in Education will be held this year from April 17 to 24 at Stratford-on-Avon, and will take as its subject "Drama and Education." This subject has arisen from last year's conference, when several speakers dealt with the educational value of the drama. The Conference, while fully recognizing the value of the drama to the spectator, wishes to emphasize the importance of a more general participation in dramatics at the present time, when acting has fallen largely into the hands of professionals. With this end in view, speakers will describe their experiments in schools and elsewhere in the attempt to awaken a more active interest in the drama. In one or two instances actual plays will be performed. Other addresses will deal with such aspects of the drama as its history and its moral significance in the cinema as well as in the theatre. An ambitious programme, in which well known teachers, poets, dramatists, and others will take part, has been arranged. Forms of application, on payment of the Conference Fee of £1, and further information can be had from the Secretary, Miss M. B. Syngé, 24 Royal Avenue, Chelsea, S.W.3.

THE FUTURE OF EDUCATION IN • IRELAND.

THE coming of the Irish Free State in the South and the establishment of a Northern Parliament in Belfast close the long period of British control of education in Ireland, and inaugurate a new era. While it must be admitted that under the Union many excellent and far-reaching reforms have been introduced, it cannot be denied that they have left Irish education as a whole much behind that of Great Britain and other countries, and that a difficult problem is bequeathed to the new Irish governments, a problem which admittedly requires immediate handling, and on the successful treatment of which the future welfare of the country greatly depends.

The fundamental principles of modern education are the same in all countries. Every civilized country realizes that it must have primary, secondary, technical, and university schools and colleges with appropriate curricula and suitable co-ordination. But in every country there will also be characteristic differences, arising from historical, social, economic, and other national distinctions. It has been the fashion too much in the past to treat Irish education like English or Scotch, and, when Ireland refused to react to the treatment, to stop short at half or make-shift measures or to do nothing at all. Mr. Macpherson's education bill is a striking example of this. In Ireland, as contrasted with Great Britain, the country as a whole has attached the greatest importance to religious control, whereas England and Scotland have decided in favour of a secular State system freed for the most part from denominational influence. The United Kingdom Parliament, in dealing with Irish education, has always maintained that secular education must be on secular lines free from religious tests, and, theoretically, such has been the system in Ireland, but in reality the schools and universities have never been without a denominational bias. The one exception, for special reasons, has been technical and agricultural instruction.

There is no desire in this article to go into the question of religious control, or otherwise, of schools, but only to state the facts of the present time, and these are, among others, principally two: first, that from top to bottom we have education carried on practically in watertight religious compartments. We have three universities—one predominantly Church of Ireland, one Catholic, and the other Presbyterian. Our secular intermediate system is worked by Roman Catholic and Protestant schools definitely known and recognized as such. And our primary system has a managerial system which may almost be described as minutely denominational. Are the new Irish Governments going to recognize this religious basis as at present existing? If not, how are they going to change it and what reforms do they propose to introduce? The other great fact is that British predilection for a secular State-controlled system of education has prevented the organization of an Irish national system of education. Ireland, rightly or wrongly, was always suspicious that State reforms meant the loosening of religious control; reforms have been blocked; and Ireland has no proper system such as we find in other European countries. There is the primary system; there is the intermediate system; there is the technical system; and there is the university system; and, so far as these come under State control, they are worked separately and on different principles. Anomalies abound.

The most anomalous is the intermediate system. Hitherto controlled by an independent board, appointed by the Lord-Lieutenant, it was worked on the principle of payment by results, having at its disposal a sum of, roughly, £80,000 a year, partly the interest of a million pounds of the funds of the disestablished Irish Church and partly local taxation money; of this only about £48,000 reached the schools, the rest being spent in administration. Recognizing that this was inadequate, Mr. Birrell secured a new annual grant of

£40,000, but, as payment by results was antiquated, without any change in the method of paying the old grants, he based the payment of this grant on a new principle, and kept it under Government control. The more recent Duke grant and the interim grant have each been distributed on further new and different lines, while a separate grant is paid by the Department for the teaching of science and drawing, also on another and entirely different principle.

Leaving the universities on one side, in Great Britain grants have been made partly by the State and partly by the local authority accompanied by local control. In Ireland primary and secondary education have received no local grants and have therefore had no local control. Technical instruction has been worked very satisfactorily in Ireland on British lines, but no religious question has been connected with its administration. So we have had the National Board for primary education, the Intermediate Board for secondary education, the Department with an agricultural committee for agricultural education, and a technical committee for technical education and also for the science and art and manual instruction work in intermediate schools and primary training colleges; and we have a managerial system practically synonymous with a religious system of management for national schools, some public school endowments, and a large number of privately managed schools for secondary education, and local committees for technical instruction. To unify all these diverse arrangements, to co-ordinate education from bottom to top, to satisfy new demands without offending established interests—to do these things is a large and complex problem requiring a clear and definite aim, a sound grasp of proper methods, and an abundant use of tact. The problem is soluble, but not all at once. At present passions run high, political tempers are excited, calm and clear thinking is difficult.

What aim does Ireland set before herself in education? Her educational systems having been backward, she needs, above all things, to make up leeway and with as little delay as possible to evolve the best possible educational arrangements. She will, naturally, incline to a local patriotism and will insist on what she calls an Irish education, introducing and emphasizing the learning of the Irish language, Irish culture, Irish literature, and so forth. This must be expected, but will it be the best policy for Irish education? Time will tell, but the authorities must remember that it is Ireland herself that will pay for mistakes, even if they are the result of disinterested enthusiasm. The Minister for Education in the Irish Free State, Mr. Finian Lynch, and the Chief Executive Officer for Primary Education, Mr. Bradley, have already issued instructions making the teaching of Irish compulsory in all national schools and encouraging it in the intermediate schools. In the national schools immediate steps are being taken to have Irish taught or used as a medium of instruction for at least an hour a day where there is a teacher competent to give instruction.

The National Board, now stripped of executive authority, will remain for the present to advise the Government how far this new step may require modification to suit the needs of the minority who may, for sufficient reasons, object. For the forthcoming intermediate examinations next June new rules have been introduced encouraging Irish studies. In the English papers, questions in the history and geography section will be set in such a way that full marks may be obtained on answers to questions relating to Ireland alone; in the honour papers in history and historical geography a candidate will be able to obtain 50 per cent. by answering questions relating to Ireland; and candidates will have the option of answering papers in all subjects in Irish or in English.

Here, then, is a definite policy. The question will at once be asked, Is it sound? Its object, we are told, is "to strengthen the national fibre." One can imagine that Matthew Arnold might have suggested that in Ireland the national fibre is already sufficiently strong and that Ireland rather wants to be brought more into contact with the fibre of other nations; he might say she is already too insular

and too much cut off from European culture and ideas, and he might further inquire whether, as a matter of fact, the Irish language and the other things to accompany it have in themselves the proper qualities for strengthening the national fibre in the right way. It would be difficult to answer these questions off-hand. The Government must determine the policy on their own responsibility, and probably only experience will decide whether they are right or wrong. There is no doubt a large minority who will object to this policy, and the Government would be well advised to give their views careful and sympathetic consideration.

If we turn to the North of Ireland, we find the Minister of Education, Lord Londonderry, saying in no uncertain tones that he entirely objects to this policy. He is on no account willing to allow the Irish language to be used in the intermediate examinations, except in the papers on Irish itself. The questions in history and geography are to be in accordance with the rules set out in the intermediate programme, and the teaching of Irish in national schools in Northern Ireland is to remain, as before, quite optional. Here is a fundamental divergence of view. The North looks to the ideal of education hitherto encouraged throughout Ireland; the South wishes to introduce a different ideal based upon the teaching of the old Irish tongue. If North and South are intending to push their ideals to the point of mutual exclusiveness, so that they will become more separated instead of being more united, Ireland will suffer, whichever side is right. For the moment North and South are divided from one another; is this to continue? Certainly few sane people desire permanent partition which is bound to be injurious to Ireland herself. Two kinds of education in open rivalry, if not hostility, cannot be an advantage to either party. Everyone can see that.

The Irish Registration Council for International Teachers have passed a unanimous resolution that they should be continued in their work for Ireland as a whole, and in many other respects—technical instruction, for example—Ireland has been quite successful as a unit for education. It is at present too early to see whether these two ideals will find a path of reconciliation or will agree to work side by side with mutual recognition of each other's aim, the North offering more scope for the teaching of Irish within its borders, and the South relaxing the rigour of its proposals for the rest of the country. English will remain the current language of Ireland, certainly for the present generation, and it is a matter for educationists to consider whether compulsory Irish, side by side with English, will provide Ireland with the education best suited to her present or her future needs.

The references above show that, alike in South and North, the methods of administration will be changed. Education will pass from the hands of nominated and unpaid Boards and will become a department of State. This was foreshadowed in the unanimous report of the Molony Committee, and was an integral part of Mr. Macpherson's Education Bill. Indeed, it wrecked the Bill; as an educational department then was regarded, rightly or wrongly, as likely to interfere with the religious control of the schools. Both in the North and the South ministers of education have been appointed, and these will be responsible to Parliament for the administration of education. The Northern ministry has gone further than the Government in the South, and it is possible already to see the whole Northern system in outline. Educational services were transferred to the Northern Parliament on February 1, and the Minister of Education has already appointed a Secretary for the education department, Mr. L. McQuibban, and three chief executive officers who are among the most experienced officials in Irish education. Mr. W. A. Houston, who was Assistant Commissioner of Intermediate Education, takes charge of secondary education; Mr. N. Bonaparte Wyse, one of the Secretaries of the National Board, takes charge of primary education; and Dr. H. Garrett, who was Senior Inspector of Education under the Department, takes charge of technical instruction. With the appointment of advisory or consultative committees, the

whole framework of administrative control, as recommended by the Molony Committee, would be complete.

In the South, where, in contrast with the North, there has been a radical change of political parties in control of the Government—in fact, a complete revolution—matters have not progressed so far or so fast. One reason is obvious. Whereas the North starts with a clean slate, in Dublin all the old offices of education still continue in existence, and although in theory the Government can commence *de novo*, in practice it is bound to consider the interests of the officials who have been working in them for many years. Another reason is that there is as yet no Southern Parliament in existence, and the present Government is only provisional. At the moment there are, as a matter of fact, two Ministers of Education, one, Mr. Hayes, who is Minister for Dail Eireann, and the other, Mr. Lynch, who is Minister for the Provisional Government. Eventually there will not be more than one Minister. One chief executive officer has been appointed, Mr. Bradley, who is in charge of National Education and directly responsible to Mr. Lynch, but his appointment is not at present permanent, as he is only on loan from the National Health Insurance Commission. But it is clear that the National Board and the Intermediate Board which have controlled education in the past will immediately disappear, and that soon an administrative system similar to that in the North will be established.

(To be concluded.)

FOREIGN AND DOMINION NOTES.

FRANCE.

How the Senate voted 200,000 francs to celebrate the Tercentenary of Molière's birth, how in the schools an hour was devoted to his memory, how the halls of learning resounded with his praises, how the journals served up again the anecdotes about him—all this is now history. But the whole year is glorious for France. If it opened with the Tercentenary of the poet Molière, it will close in December with the Centenary of the man of science Pasteur. Again, as M. Victor Bérard in his speech to the Senate reminded his hearers, this year is the centenary of a notable achievement as well as of two notable births:—"Entre Molière et Pasteur, le monde saura partager les hommages de son admiration et de sa reconnaissance. Mais, entre eux aussi, peut-être le monde voudra-t-il remettre en sa vraie place un autre Français dont notre peuple ne semble plus mesurer à leur grandeur le travail et la gloire. Il y aura tout juste un siècle, en septembre 1922, qui, par la main de Champollion, le génie de la France tira brusquement ce rideau des hiéroglyphes qui, depuis trois mille ans, séparait de nos civilisations méditerranéennes les profondeurs de la vieille Egypte et de la plus lointaine Asie." In 1922 France is thinking of Molière, of Pasteur, and of Champollion the Younger. In 1932 Germany will be honouring Goethe; by which time we hope that the sympathies of men will be able to go out towards her as they now go out towards France. It were fit so; for both Goethe and Molière belong to mankind.

We have been in terror lest some lady reader, armed with "Les Femmes savantes," should attack us for having concealed that Molière was not quite sound, not "modern" enough, in his views of women. It was at extravagance and display in the learned lady that he railed:—

"De son étude, enfin, je veux qu'elle se cache,
Et qu'elle ait du savoir sans vouloir qu'on le sache."

And, in so far as he was unsound, Mme Jeanne P. Crouzet-ben-Aben, who writes the "Bulletin de l'Enseignement secondaire des Jeunes Filles" month by month in the *Revue Universitaire*, would have converted him in a trice. She stands for identification—the same course of instruction for girls as for boys. The French women, in general, are making headway, as figures prove. Thus, in the Faculty of Letters at Paris there are 1,277 women students, of whom 902 are French, whereas in 1914 the total number was only 509; so in the other Faculties. In the Sciences the increase is from 260 to 552; in Medicine, from 213 to 682; in Pharmacy, from 69 to 171; in Law, from 58 to 510. In all, there are to-day

3,192 *étudiants* in the University of Paris, as against 1,209 six years ago—a noteworthy fact. It was not all evil that the female descendants of Clitandre inherited from his mother-in-law.

In our January number we suggested that Anglo-Saxons should be indulgent in the matter of dialect. Academic France is disposed to regard such indulgence towards the *patois* superciliously, to brand it as *provincialisme*. But Provençal is taught in the *lycées* of Aix, Marseille, Toulon, and Avignon. Comes M. Inizan, moreover, and contends that Bas-breton, "a true language, the old language of the Kelts, which has its grammar, its literature, its artists, its bards," should be fostered in schools. As to the various English and American dialects, we would have all tolerance for them; we would not cultivate them artificially, looking forward rather to the fusing together of them into one richer, stronger, nobler English, as clear and harmonious in its sounds as in its message.

When we wrote last year in our September number about the threat to modern languages, we described the whole business as a French quarrel. Yet, as a sort of jocund Freemasonry exists between the modern linguists of France and those of England, we report that the former are satisfied with the results of Round 1. The Minister, M. Léon Bérard, put to the Conseil supérieur seven questions, and it was in these that the menace lurked. The Conseil, in its answers, recommends the creation in *lycées* and *collèges* of two forms of instruction: an *enseignement classique gréco-latin* and an *enseignement classique à base de français*; or, as we might say in English, of a Classical and a Modern Side. The "cycles" of the Reform of 1902, and the injurious detachment then introduced of literary from scientific instruction should be abolished. On the Classical Side, says the Conseil, one modern language should be compulsory and another optional; on the Modern Side two modern languages should be compulsory; and on both Sides the second language should be begun as soon as possible. What would your modern linguists more? The next move lies with the Ministry. We, for our part, can await it with expectant interest, yet without exhibiting a partisanship that might be taken to imply a hostility to classical studies. *Suum cuique*—to each child the fitting discipline of mind!

GERMANY.

Your German teacher is a trade-unionist. Let us explain this business of trade-unionism as clearly as may be; for which end of clearness we must introduce the German terms. In Old Germany, before Kaiser Wilhelm retired, working men had their trade-unions (*Gewerkschaften*), each representing a trade interest, whilst teachers were grouped for the defence of their interests in various associations (*Lehrervereine*), locally isolated and differing in respect of the order of teachers composing them. The teacher being a civil servant (*Beamter*), these associations could often put useful pressure on the Government served. When the Republic was proclaimed, the civil servants, seeing themselves imperilled, formed a great league, *der Deutsche Beamtenbund*. Soon the trade-unions, to increase their power, also made combinations: there arose what are called the *Spitzenorganisationen*. A *Spitzenorganisation* is an organization which, if complete, would have three columns (*Säulen*) of support—an *Arbeitersäule*, or working men's column, an *Angestelltenäule*, or column of employés (clerks, shop assistants, etc.), and a *Beamtenäule*, or column of civil servants. Is it not obvious that such an organization could exercise mighty force in the State? Of the *Spitzenorganisationen* the two chief are: *Der Allgemeine Deutsche Gewerkschaftsbund*, or General German Trade-union League, made up of disciples of Marx; the foes of Capitalism; and *Der Deutsche Gewerkschaftsbund*, or German Trade-union League, which stands for morality, Christianity and nationalism, and among the 2½ millions of whose members are representatives of the German-National People's Party (*Deutschnationale Volkspartei*), the German People's Party (*Deutsche Volkspartei*), and the Democratic Party (*Demokratische Partei*; German politics, we remark incidentally, are unintelligible unless the actual German names are used in treating them, and not loose translations). Now you will learn what the teacher gets for involving himself in all this tangle. The Marxian organization, lacking at present a *Beamtenäule*, is making overtures to the *Beamtenbund*, in whose 1½ million members are included at least half the teachers and other civil servants of Germany. If the *Beamtenbund* comes to terms with *Der Allgemeine Deutsche Gewerkschaftsbund*, the teacher who is a member of it—we are concerned here only with teachers—becomes a Marxist or must quit the League. Evangelical teachers' unions are being advised to cast in their lot with the rival *Spitzenorganisation*, the German

Trade-union League (*Der Deutsche Gewerkschaftsbund*); moreover, at least three other smaller *Spitzenorganisationen* are short of *Säulen*, or columns of support. Pray imagine the plight of a German teacher whose religion urges him towards one organization, whose politics towards another, whose personal interests towards a third. Germany is learning that it is easier to group individuals than to harmonize convictions, and that the further the process of grouping is pushed the greater is the surrender of individual conviction required. That is why, for example, it is hard to unite the Christian sects into a Christian Church.

(i) Progress has been made with new arrangements for the training of teachers. In Saxony the disestablishment of training colleges (*Seminare*) has been begun; in Thüringen it begins at Easter. The teachers will receive their general training in a higher school, to the standard of the leaving examination (*Abiturientenexamen*); their professional training in pedagogic Institutes connected with a university or with a technical or commercial *Hochschule*, the Institute for Thüringen to be at Jena.—(ii) On January 1 the German-Austrian Lehrerbund joined the German Lehrerverein.—(iii) The Alps are being "filmed" for educational purposes.—(iv) There is a tendency to economize by increasing the hours in school of teachers; thus, at Leipzig the Revolution gave them 28 hours instead of 30 hours—they are to return to 30 hours.—(v) Uniform shorthand (*Einheitskurzschrift*) is a project of the Imperial Government; the Gabelsberger and Stolze-Schrey schools have agreed in a proposal which will be submitted by the Central to the various State Governments.—(vi) In Saxony many of the disestablished *Seminare* are being converted into *deutsche Oberschulen*, secondary schools of the new type, giving German culture in place of classical. At Dresden-Plauen the old *Seminar* is to be put at the disposal of the *entschiedene Schulreformer*, the Radicals of school reform, for an experimental establishment.—(vii) At München there died lately, aged seventy-six, the celebrated Germanist, Hermann Paul, once Professor in Freiburg i. Br. Among his best known works are "Prinzipien der Sprachgeschichte," "Mittelhochdeutsche Grammatik," and "Das deutsche Wörterbuch."

UNIVERSITIES AND SCHOOLS.

WALES.

At a meeting of the Court of Governors of Cardiff College, held on Thursday, February 9, a draft supplemental charter, submitted by the Council, in accordance with the recommendation of the Royal Commission on university reconstruction, was approved. Principal Trow, in introducing the charter, stated that the main fundamental change in the original charter was due to the establishment of the National School of Medicine in connexion with the college. By the provisions of the supplemental charter, the Board of Medicine has been given larger powers, in many respects equal to those of the Council, and therefore the faculty of medicine differed fundamentally from the other college faculties. During the discussion on the charter, an attempt was made to transfer the departments of anatomy and physiology from the jurisdiction of the college senate to that of the faculty of medicine, but it failed because of the strong objection of Principal Trow to the proposal.

The question of the reduction of grants towards university education was discussed, and a strong resolution of protest against the proposed reduction was unanimously carried. The Welsh colleges are, in a peculiar sense, the training centres in Wales for the professions, industry, commerce, the Christian ministry, and teaching, and, therefore, any diminution in their financial resources will vitally affect the welfare of the community. The efficiency of the colleges will inevitably be impaired if the present university grants are diminished, and all new developments, however important they may be, will be rendered unpracticable. The withdrawal of the promise by the Treasury, to provide a pound for every pound raised for approved university education, is certain to have a most disturbing effect on new benefactions towards university education, and as at the present time there are several important appeals for subscriptions being issued, the situation cannot be regarded as anything but serious. The Swansea University College has also passed a resolution of protest.

The prospects of success for the scheme drawn up by the joint committee on religious education in the schools are not just now very great. No one doubted the sincerity or the excellence of the intention of the committee, while the scheme which was drawn up

possessed some admirable features. It was welcomed by all in the first instance because it was a sure indication that the old time rivalry and jealousy between the church and nonconformists were gradually disappearing, and that at last it was possible to work harmoniously in the domain of education. In this respect the publication of the concordat is a new and important event in the history of Welsh education, and it is impossible to believe but that, whatever may be the fate of the present recommendation, ultimately much good will result from the co-operation between the religious leaders of Wales. At the moment, however, there is much diversity of opinion as to the practicability of the scheme in the different counties. Some, such as Carnarvonshire and Anglesey, have accepted it without any reservation. The Rhondda authority, who have a scheme of their own, on the other hand, have rejected it; Monmouthshire and Newport have accepted it with certain important amendments, so that it will be seen that it is not by any means probable that the concordat will secure anything like general agreement, which means that it cannot be put into operation. But its success ultimately must depend on the goodwill and support of the teachers. They will naturally examine very closely any proposals which might in any way affect their freedom, and it has been clear, all through the public discussions on the question, that they are anxious lest the adoption of the scheme might result in the imposition of a religious test. The danger is a real one, and the anxiety of the teachers is therefore fully justified. This is probably the main reason why the joint conference between representatives of the N.U.T. and the teachers rejected the scheme by a large majority in spite of its approval by Sir James Yoxall.

It appears, therefore, that the concordat for the present, at all events, is practically dead. It should also be stated that opposition to the scheme was forthcoming from several prominent Churchmen as well as from Roman Catholics. The head masters and head mistresses of the secondary schools have also been invited to discuss the scheme with its promoters, though it was primarily only intended to apply to the elementary schools. In the majority of the secondary schools there is ample provision for religious education, so that it seems to be a doubtful policy to originate controversies which might do more harm than good. So far, secondary education, even in Wales, has not been embroiled in these religious disputes, and therefore it would be wise to hesitate before deciding on any course of action which might originate them.

SCOTLAND.

As was generally expected, Dr. George Macdonald, the Under-Secretary of the Education Department, has been promoted to the secretaryship vacated by Sir John Struthers. Though Dr. Macdonald has not always been very popular as representative of the Department in Scotland, teachers will wish him well in his new appointment and look forward to a maintenance by him of the fine tradition created by his two predecessors. It is a real advantage to him that he brings to the post not merely a great reputation as a scholar and an administrator, but a close connexion with the teaching profession through his father, who was successively rector of two great Scottish academies. It is a happy omen for his future as secretary that he is to make his head-quarters Edinburgh and not London. The somewhat strenuous relations of the Education Department with the Scottish Office and with Parliament have hitherto been allowed to stand in the way of this common-sense transfer, and teachers and authorities having important business with the Department have been compelled to go down to London or be content with an interview with the Under-Secretary in Edinburgh. Now the main office will be in Scotland, and it is not improbable that most of the London staff, at present scattered over a number of places, will be reassembled in Edinburgh, and only a skeleton crew remain in London to keep Scottish education in touch with Scottish administration in general.

The discussion of Circular 44 still goes on, but the fury of criticism has somewhat abated. Teachers seem to be realizing that ample protest has been made against the separation of secondary and non-secondary sections of pupils at the age of twelve, and that the really important thing now is to make sure that teachers get the share in the conduct of the new qualifying examination which the circular proposes for them. Schemes have been propounded by teachers or by authorities in several counties, and more are in preparation. It is obvious that there is to be no lack of variety among them. In one area, it is already agreed that the examination for the county is to be managed by a board consisting of two secondary and two primary head masters and

the executive officer, with the district inspector acting as assessor. In another, the teachers have asked for, and are likely to get, complete control of the examination through a system of district boards representing the various teaching interests. The main question still being raised concerns the part to be played by a county examination and its relation to the more individual task of selecting pupils for different courses of the post-qualifying stage. The control examinations instituted by certain authorities during the last two years dispose teachers to be critical of county examinations of a uniform character conducted under the auspices of the authorities. They suspect that the transfer of the examination from the Education Department to the authorities may mean less freedom rather than more. In connexion with this matter of professional self-control, the interesting announcement is made that the Research Committee of the Institute, who have been busy trying to establish standards in the essential work of the primary school, intend to publish a book on "Standards in Composition, Spelling, and Arithmetic at the end of the Primary Course." This book, it is announced, will gather together the results of the inquiries already made and include a considerable amount of new material. If it fulfils expectations the difficulty of knowing and maintaining standards in the qualifying examination should be substantially reduced, and the claim of the teachers to be able to guarantee a satisfactory level of work without external control made much stronger than it is at present.

The Geddes "Cut."

Scottish teachers have followed with somewhat painful interest the good fight put up by their professional brethren south of the border against a ruthless economy at the expense of the schools, and have done their best to help by approaching their members of Parliament and keeping a rather unsympathetic public informed as to the effects of a "cut" on the national well-being. By the system of equivalent grants, which fixes the main disbursement of public money for Scottish education at eleven-eighths of English expenditure, the proposed "cut" of sixteen millions in England means a "cut" of two millions in Scotland. It is not yet possible to say whether any "cut" is likely to be made or what its effects will be—except that they will be disastrous—but it seems probable that the publication of the Geddes report will bring the education authorities more fully into line with the teachers than they have come so far. It is plain that if the tax-payer is to get relief the Scottish rate-payer certainly will not. The backward rural authorities who have been tempted to think that a reduction of salaries would be a good thing are beginning to discover that it would mean an increase rather than a decrease of rates for them, and that they would likely fare much worse than their urban fellows. This is all to the good if it brings all Scottish educators into effective opposition to a course of action contrary to the traditions of the people.

The education authorities, exploring all possible ways of economy, have been asking themselves why they should be compelled to go on bearing the burden of social services which are not properly educational in character, like the feeding of necessitous children during strikes. The Glasgow authority, who have been specially subject to attack for "extravagance" in paying their teachers too well, have taken the opinion of counsel in order to discover the exact extent of their obligations in these respects. The case submitted was that of a parent who could get work but refused work because it would make him a strike-breaker. The two eminent lawyers to whom the matter was referred stated that, in their judgment, the statute did not entitle a parent or guardian who was able to earn wages at his own trade to throw the burden of the maintenance of his children on the rate-payers. They did not think that the authority was concerned with the question of whether the parent was justified in refusing the available work. In a later opinion, one of the referees put forward the view that the function of the authority was not to prevent the occurrence of neglect and its consequences, but to take steps to remedy them when made aware of their existence. This opinion has been challenged by the labour members of the authority, but it is evident that, until an actual decision of the law courts is got on the point, it is likely to have very considerable influence on the procedure of all the authorities. The chairman of the Lanarkshire authority, who were specially affected by the miners' strike, has since been paraphrasing counsel's opinion by saying that they had no obligation to give boots and clothing to anyone, that their obligation was to deal with cases in which they found children unable to take advantage of the educational facilities provided because they lacked boots and clothing. Whether this is the strict letter of the law or not, it is a pity that, after a humane interpretation for a number of years, this new interpretation should be made at a time when destitution is likely to be more serious than ever it has been. To wait till children show obvious signs of starvation before feeding them is dangerous policy.

The twentieth annual report of the Carnegie Trust bears witness to the satisfactory continuance of its beneficent activities through the past year. The Research scheme, which is one of the most valuable parts of their work, has not yet got back to normal except in the departments of history, economics, and languages. In the scientific studies, the excessive teaching imposed by post-war conditions on the teachers in the universities has produced a relative barrenness of result from which there is no likelihood of escape for the next year or two. The most serious problem before the trustees has been the continued depletion of the fund for giving needy students assistance in the payment of class fees. There is obvious difficulty in keeping demands on such a fund within limits without resorting to an inquiry into the financial circumstances of applicants, and it cannot be said that the Trust have been successful in overcoming it. Their latest experiment is to require a statement from all applicants, as well as from their parents, to the effect that their circumstances are such that without assistance from the Trust they are unable to pay the class fees. It is absurd to think that this is literally true of the four or five thousand beneficiaries who will sign the declaration. Perhaps a quarter of the number might not be able to come to the university without the help given, but most of the rest would find ways and means, as their poor predecessors did before there was any Carnegie Trust. The only effect of such declarations is to make people with sensitive consciences refrain from applying, while others no worse off perjure themselves by subscribing to an obviously wrong formula. The method is unfair to all parties and ought to be reconsidered before next year.

Proposals regarding the future of the Scots College in Paris, adopted by a unanimous vote at the Conference of Students' Representative Councils held at Aberdeen, reopen a very old story. The college was established in 1325 by the Bishop of Moray for the benefit of students from his diocese who preferred to go to Paris University rather than to hostile England, and at a later time it became a place of residence for students from any part of Scotland. The conference urged that the university courts should get representations made to the French Government, through the usual diplomatic channels, to have the college restored to its original purpose of housing Scottish students studying in Paris. Perhaps M. Poincaré, who was recently Lord Rector of one of the Scottish universities, will see his way to accede to the wishes of the students and help in the restoration of an institution pleasantly reminiscent of the "auld alliance" of France and Scotland.

Scotland is the poorer for the loss of Sir Henry Jones, the distinguished Welshman who succeeded Edward Caird in the chair of moral philosophy in Glasgow twenty-eight years ago. Sir Henry has been a great power, not only among the students but in the community at large, with his happy combination of scholarship and oratory, and the manner of his dying will add to the influence he has deservedly exercised in the country of his adoption. Though stricken by a mortal disease he continued, in spite of pain and illness, to do his work, and succeeded in rounding off his life by completing the course of Gifford lectures in which he had set himself to present his philosophy.

Edinburgh has lost Sir Isaac Bayley Balfour, its professor of botany—happily only by resignation. Apart from the distinction of his career, Prof. Balfour's tenure of the chair of botany is made remarkable by the fact that his father was professor of botany in Edinburgh from 1845 to 1879, and that he himself, after professorships in Glasgow and Oxford, has been professor there since 1888.

SIR MICHAEL SADLER, addressing a large and representative public meeting at Rhyl on January 10, protested against any reduction of public expenditure on education, and appealed to the tax-payer not to begrudge the money so applied. He expressed himself in favour of extending the benefits of the Teachers Superannuation Act to teachers in efficient private schools on a contributory basis.

"SCIENCE PROGRESS" FOR JANUARY.—Young astronomers will be glad to have their attention called to a popularly written article, "The Story of Transits," by Mr. H. Spencer Toy, which appears in the January number of *Science Progress*. Other features of the journal include more technical articles on "The Law of Refraction" and "Soil Reaction," by Dr. R. A. Houston and Mr. E. A. Fisher respectively, as well as notes on recent advances in science, reviews of new books, &c.

REVIEWS AND MINOR NOTICES.

EDUCATION.

A Study of Modern Educational Theory and its Applications. By NANCY CATTY. (3s. net. Sidgwick & Jackson.)

Miss Catty's treatment of her subject falls into two parts, the first dealing with psychological foundations, and the second with educational applications. This is by no means the same as saying that theory and practice are held apart, for the hand of the practical teacher is evident in every page of her work. Both her psychology and her pedagogy are—rightly, as we believe—of the "behaviourist" type. The essential purpose of education is, in her view, to modify behaviour in certain directions, and it is in keeping with this conception that, in the psychological part of her work, she starts with instinctive action and bases herself mainly upon McDougall's well known exposition. In the second part she brings out the leading principles that govern, or ought to govern, the training of the child and the structure of the curriculum, and she has many sensible remarks to make upon syllabuses and time-tables. A couple of contributed appendixes set forth in detail a curriculum for a rural school, and a scheme of independent work for the upper standards of a town school. The book, as a whole, is marked by a liveness and a refreshing absence of pedantry which will be appreciated by the young teacher.

Psychoanalysis in the Service of Education.

By Dr. O. PFISTER. Authorized Translation. (6s. net. Kimpton.)

Dr. Pfister regards this book as an introduction to and amplification of his larger work entitled "The Psychoanalytic Method." As a matter of fact, it is an independent and self-contained book, and will be found of more practical value to the teacher than its bigger predecessor. Like all books on this subject, the present is better on the general aspect than on the detailed application to educational needs; indeed, Dr. Pfister is unnecessarily tantalizing, for at the beginning he gives an intensely interesting list of peculiar lines of error among pupils in dealing with the rudimentary subjects, and suggests that they can all be explained by psychoanalysis. But the reader has to lay down the book at the end without having encountered any explanation of the peculiarities. All the same, we cannot but feel that Dr. Pfister is better acquainted with the needs of the actual schoolroom than are the vast majority of writers on the psychology of the unconscious. The subject is indeed presented in such a way as to prove very attractive to the practical teacher, who, however, must make the practical application for himself. Perhaps Dr. Pfister talks too much about the iniquities of the academic psychologists who stand aloof from the newer movement; but it must be admitted that this book supplies some justification for its author's opinion that "Freud, the much-maligned and much-admired founder of psychoanalysis, will be ranked among the great inspirers of pedagogics." Dr. Pfister emphasizes the educational applications by consistently using the term "pedanalysis." The translation is clumsy, bearing too clear traces of the awkward style of the original. The proof-reading leaves much to be desired, and there is no index.

Paton's List of Schools and Tutors: an Aid to Parents in the Selection of Schools. Twenty-fourth Annual Edition, 1921-1922. (5s. J. & J. Paton.)

"Paton's List" must, we imagine, give to anyone consulting it a strong impression of the energy and resourcefulness which must go to its yearly making, and a feeling of admiration for such good workmanship. The volume can be truly described as the parents' compendium of educational institutions. In *The Journal* office it is found invaluable, offering as it does solutions to many inquiries received. To parents and others needing information as to schools and careers the work should prove equally helpful. The twenty-fourth annual edition appears to be as full and as comprehensive as ever. It contains long lists of good schools for boys and girls, lists of scholarships and exhibitions, information with regard to and lists of schools giving preparation for the Army, Navy, the Civil Service, and various professions, lists of tutors and coaches, and information as to fees. Particulars of physical training colleges, schools offering training in domestic economy, kindergarten training colleges, schools for backward children, &c., are given among much other useful matter. The work is a noteworthy production at a low price.

HISTORY.

Europe, 1789-1920. By Prof. E. R. TURNER. (21s. net. Heinemann.)

Prof. Raymond Turner, of Michigan, is well known in England both as an able and well informed historian of the Old World and as a frequent and genial visitant to its shores. In the light of the

(Continued on page 158.)

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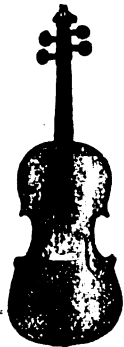
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THE DALTON PLAN.—Miss Evelyn Dewey, the well known American educationist, has written a book describing fully the Dalton Laboratory Plan, adopted in Streatham County Secondary School and elsewhere, which will be published shortly by Messrs. Dent. Messrs. Bell will also issue a handbook on the subject by Miss Helen Parkhurst very shortly. Miss Parkhurst's own summary of the plan was printed in *The Journal of Education* for November last (page 694).

MR. MILFORD has become an agent for the sale of the British Museum Natural History publications.

PRIZE COMPETITIONS.

THE prize for the February competition is awarded to "Mondham"; *proxime accessit* "Emile."

Extract from Balzac's "Le Chef-d'œuvre inconnu."

By "MONDHAM."

"The mission of Art is not to copy nature but to express it," exclaimed the old man, emphatically. Form is a Proteus much harder to capture and more elusive than the Proteus of the tale. Even after long conflict it cannot be prevailed upon to show itself in its true aspect. Now, you people are content with the first appearance that it yields to you, or at most the second or the third; but that isn't the way of those who fight to win. The painter who will not own defeat doesn't allow himself to be taken in by these shifts—he perseveres until nature is reduced to the necessity of revealing itself stark naked and in its true spirit.

This was Raphael's way. His great superiority comes from that inner feeling which, in his work, seems to want to break through the Form. In his faces Form, as with us, is the medium whose function is to communicate ideas and feelings—it is a vast poesy. Every face is a world, a portrait of which the prototype has appeared to the painter in a sublime vision, instinct with light, instigated by a voice from within, stripped bare by a celestial hand, which has revealed, in the past of a whole life, the sources from which the expression has grown. You make for your women a beautiful vesture of flesh, beautiful draperies and hair. But where is the blood which begets the repose or the passion, and is the ultimate cause of certain particular effects? Just because you have made something that is more like a woman than a house you think you have reached your goal. Ah! but you haven't got there yet, my fine fellows. You will have to consume a deal of pencils and cover a deal of canvas before you get there. True, a woman carries her head in this fashion, holds her skirt so, her eyes droop and rest with a look of resigned sweetness, the fluttering shadow of her lashes dwells upon her cheek so. There it is—but there it is *not*. What is missing? Nothing—but that nothing is everything. You get the outward appearance of life, but you don't express that surplus which remains, that indefinable something which is perchance the soul, which hovers like a cloud over its external covering—life, in fact—that flower which Titian and Raphael managed to pluck unawares.

We regret an error in the extract set last time, *ce n'est pas après* instead of *ce n'est qu'après*. Many candidates noticed it and put it right; the prizewinner did not, but we can hardly blame him

for that. But we may fairly criticize his translation of *figure* by "face"; it is certainly "figure," its usual signification of the language of art. *Briser la forme* seems to suggest the compelling of Form to mould itself to express what the painter wants; "do violence to" is a good rendering. "The surplus which remains" is prosaic; "Emile's" "the fullness of life which overflows its continents" was much better. The number of candidates who translated *user bien des crayons* "use many pencils" was remarkable.

We classify the 109 versions as follows:—

Class I.—(a) Mondham, Emile, C.M.I., Gobelins, Mutatis Mutandis, Ardeonaig, Boy, Beda.

(b) Ariel, Thomas More, Bésigue, Dane, Menevia, Bruce, Cadwal, Will o' the Wisp, J.S., Mike, Malvern, Répétitrice, Francine, Fitzalan, Torelore.

Class II.—(a) Nibbidard, Summerhays, C.E.B., Back Number, M.M., Esse quam videri, R.H.A., Curiosity, Narcisse, St. Benoit, J.H.M., Agathos, Péronnelle, J.T.E., Ambitueuse, Baligant, Leander, Benedetto, Traddles, E.M.E., Sedes sapientiae, Puck, A.P., Borealis, Tristan, L.M.B., Gama, Caledon, I.R.A., Woodlea, Chevrolet, Io, Egg, Beegee, D.M.B., Penguin, Ivy.

(b) Erwartung, Emil Jay, Suze la Rousse, Pleiades, Dem, H.P.B., Norna, Maria, Johnny, Chingleput, C.E., Mascot, Senhouse, Inscitia, P.M.T., Theophano, Sirach, C., Renée, K.G.

Class III.—Hobbo, J.S.H., Adrienne, Eugène, Lazy Bones, Tréffe, M.K.R., Dogged, M.S.B., Eiram, Hibernia, Oenone, Jack, Onus, Benediction, S.H.C., Eugénie, Colmar, A.M.L., Carlyle, Loyalty, Columba, Brindavoine, R.M.A., Puella.

Class IV.—M.L.H., Brian Boru, Ouija, E.S.A.

A Prize of Two Guineas is offered for the best translation of the following extract from Mme de Sévigné's letters:—

C'est à vous que je m'adresse, mon cher comte, pour vous écrire une des plus fâcheuses pertes qui pût arriver en France; c'est celle de M. de Turenne, dont je suis assurée que vous serez aussi touché et aussi désolé que nous le sommes ici. Cette nouvelle arriva lundi à Versailles: le roi en a été affligé comme on doit l'être de la mort du grand capitaine et du plus honnête homme du monde; toute la cour fut en larmes, et M. de Condon pensa s'évanouir. On était près d'aller se divertir à Fontainebleau; tout a été rompu; jamais un homme n'a été regretté si sincèrement; tout ce quartier où il a logé, et tout Paris, et tout le peuple étaient dans le trouble et dans l'émotion; chacun parlait et s'attroupait pour regretter ce héros. Je vous envoie une très bonne relation de ce qu'il a fait quelques jours avant sa mort: après trois mois d'une conduite toute miraculeuse, et que les gens du métier ne se lassent pas d'admirer, vous n'avez plus qu'à y ajouter le dernier jour de sa gloire et de sa vie. Il avait le plaisir de voir décamper l'armée des ennemis devant lui; et le 27, qui était samedi, il alla sur une petite hauteur pour observer leur marche: son dessein était de donner sur l'arrière-garde, et il mandait au roi à midi, que, dans cette pensée, il avait envoyé dire à Brissac qu'on fit les prières de quarante heures. Il manda la mort du jeune d'Hocquincourt, et qu'il enverra un courrier pour apprendre au roi la suite de cette entreprise: il cachète sa lettre et l'envoie à deux heures. Il va sur cette petite colline avec huit ou dix personnes; on tire de loin à l'aventure un malheureux coup de canon, qui le coupe par le milieu du corps, et vous pouvez penser les cris et les pleurs de cette armée; le courrier part à l'instant, il arriva lundi, comme je vous ai dit: de sorte qu'à une heure l'une de l'autre, le roi eut une lettre de M. de Turenne, qui dit que les armées sont assez près l'une de l'autre; que M. de Lorges commande à la place de son oncle, et que rien ne peut être comparable à la violente affliction de cette armée.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on March 14, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

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Particulars of some other SUMMER SCHOOLS
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Founded 1514 A.D.

ENTRANCE SCHOLARSHIPS in June, when two Scholarships of £50 a year for CLASSICS will be awarded. Age limit 16 on June 1st. Fees £75 a year inclusive. Apply—Head Master, P. C. SANDS, M.A., late Fellow of St. John's College, Cambridge.

ST. JOHN'S SCHOOL, LEATHERHEAD.—In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 45 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz., Clergy 95 guineas, Laymen 105 guineas per annum. Day-Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, &c. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £45, £35, and £25 per annum. Scholarship examination for 1922 and 1923 on the first Wednesday in July; entries close the last day of June. For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

SEDBERGH SCHOOL.

THE Examination for Ten ENTRANCE SCHOLARSHIPS and EXHIBITIONS, of the annual value of £100 to £40, will be held during May or June, 1922, in London and Sedburgh simultaneously. Candidates must be under 14 years of age on January 1st, 1922.

For further information apply to—THE BURSAR, Sedburgh School, Yorkshire.

SHERBORNE SCHOOL.

AN Examination for ENTRANCE SCHOLARSHIPS, open to Boys under 14 and over 12 years of age on June 1st, 1922, will be held early in June. Further information can be obtained from the HEAD MASTER, School House, Sherborne, Dorset.

S. PETER'S SCHOOL, YORK.

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.

Further details from—S. M. TOYNE, M.A., Head Master.

TONBRIDGE SCHOOL.—SCHOLARSHIPS EXAMINATION on the 6th, 7th, and 8th June, 1922. One Scholarship of £100 p.a., one of £80 p.a., and one of £40 p.a., and not exceeding six Foundation Scholarships entitling to exemption from payment of the Tuition Fee, will be offered for competition. Entry Forms, &c., of intending candidates must be received at the School on or before 20th May, 1922. For particulars, apply to the SECRETARY to the HEAD MASTER, School House, Tonbridge.

WREKIN COLLEGE, WELLINGTON, SALOP.

Chairman:

The Right Honourable Lord GISEBOROUGH.

The Governors offer annually SIX SCHOLARSHIPS, value from 30 to 60 guineas. Also TWELVE EXHIBITIONS, value 30 guineas.

A reduction of fees (25 guineas) is made to the sons of Clergymen, Army and Naval Officers, and other professional men.

For particulars and prospectus apply to the HEAD MASTER, Wrekin College.

See also page 166.

Scholarships—continued.**UNIVERSITY COLLEGE, READING.****HALLS OF RESIDENCE.**

Wantage Hall (Men).	Wessex Hall (Women).
St. Patrick's Hall (Men).	St. George's Hall (Women).
St. Andrew's Hall (Women).	Cintra Lodge (Women).

THE College provides Courses for London University Degrees in Arts, Science, Agriculture, and Horticulture, and for Diplomas and Certificates. There are Faculties of Letters, Science, and Agriculture and Horticulture, and Departments of Fine Arts, Music, and Domestic Subjects. Courses are provided in Dairying and Commerce. There are Training Departments for Teachers. The Halls of Residence accommodate about 400 Students.

SCHOLARSHIPS IN ARTS, SCIENCE, AND MUSIC.

An Examination for a Major Open Scholarship in Science (of £75 per annum, open to men and women), a Wantage Scholarship in Arts (of £60 per annum, open to men), and a St. Andrew's Hall Scholarship in Science (of £40 per annum, open to women) will be held at the College on April 21 to 25, 1922. Candidates must be prepared to read for a London Degree. Entries must be sent in by March 17, 1922.

An Examination for one or more Scholarships in Music, each of about £26 per annum, will be held at the College on July 12, 1922. Entries must be sent in by June 28, 1922.

The Scholarships are tenable at the College for not more than three years from October, 1922. Further particulars of the Scholarships, and Prospectuses of the College, may be obtained from the Registrar, University College, Reading.

FRANCIS H. WRIGHT,
Registrar.

WYCOMBE ABBEY SCHOOL,
BUCKS.—An Entrance Scholarship Examination will be held in May, 1922. TWO SCHOLARSHIPS will be offered of the value of £60 each per annum. Candidates must be under 14 years of age on May 1st, 1922, after which date no entries can be received. For particulars apply to the HEAD MISTRESS.

Posts Wanted—continued.

These School and Teachers' Advertisements are continued from page 164.

EXPERIENCED MUSICIAN,
L.R.A.M. performer, Registered Teacher (26), highly recommended, requires post in or near London. Piano, Class Singing, &c.—W. A., 5 Pond Road, Blackheath.

EXPERIENCED MUSIC MISTRESS—Pianoforte, L.R.A.M., Registered Teacher—requires post, May Term, in Boys' or Girls' School. Non-res. Modern methods. Address—No. 11, 229.*

REGISTERED TEACHER,
Public High School and College experience, and success in Class Tuition by Correspondence for O. and C. Senior and Higher Exams., has time free. Address—No. 11, 232.*

Posts Vacant.**SCHOLASTIC, CLERICAL, AND MEDICAL ASSOCIATION, LTD.**

THE above Association is in a position to offer to well qualified ladies and gentlemen several first-rate scholastic appointments in all parts of the country. Candidates should write, with full particulars as to age, qualifications, experience, &c., to GENERAL MANAGER, 22 Craven Street, Strand, W.C.2. No charge for registration.

Scholarships—continued.**UNIVERSITY OF MANCHESTER.****HULME HALL.**

An Examination, to award ENTRANCE SCHOLARSHIPS AND EXHIBITIONS for proficiency in Classics, History, Mathematics, Modern Languages, or Natural Science, or in certain other subjects, will begin on Monday, May 8th, 1922, at 10 a.m. Candidates must be under 21 years of age. The Scholarships, each of the value of £20 a year, may be augmented up to £50 a year where satisfactory evidence is given that further assistance is needed. They may be held concurrently with any others, are tenable for three years contingently upon residence in the Hall, good conduct, industry, and proficiency, and may be increased in value or prolonged in tenure on the results of the Honours Examinations of the University.

Unsuccessful candidates wishing to enter the Hall as pensioners or non-scholars will have the advantage, in the event of applications for admission exceeding the number of vacancies, of having their marks in the Entrance Scholarship Examination taken into account, and of the selection for the offer of admission depending in their case not simply on priority of application or on other special claims.

Bursaries not exceeding £25 in annual value may be awarded to deserving students already resident, or about to be resident, in the Hall, if they require assistance to pursue their studies at the University. Bachelors of Arts or Science and Research Students are eligible for such Bursaries.

Candidates should communicate with the WARDEN, Hulme Hall, Victoria Park, Manchester S., from whom forms of application to compete may be obtained, which must be completed and returned between March 24th and 31st.

WEYMOUTH COLLEGE.**SIX SCHOLARSHIPS for CLASSICS or MATHEMATICS,**

of the value of £40 downwards, and open to boys between twelve and fourteen,

are offered annually for Competition.

Next Examination will be in June, 1922.

For Prospectus and other information apply to the HEAD MASTER.

Posts Vacant—continued.**POSTS ABROAD.**

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holborn Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

PROFESSORSHIP.

REQUIRED. — PROFESSOR of MATHEMATICS in the UNIVERSITY COLLEGE, COLOMBO, CEYLON. Candidates should be graduates in first-class honours in a British University. The selected candidate will be required to organize the Mathematical Courses and teaching both on the Science and Arts sides at the University College. He will himself take a considerable portion of the teaching, though in all probability he will have two lecturers to assist him. He should have considerable organizing ability and be a capable disciplinarian. Salary during three years' probation, £800 per annum with a temporary increase of £160 pending general revision of salaries. If the appointment is confirmed after three years, salary will be £850 rising by annual increments of £50 to £1,000 per annum. Colombo station allowance is given at the rate of 11% of substantive salary for a married officer, and 7½% for a single officer not living in Government quarters.

After confirmation 4% of salary is deducted as contribution to Widows and Orphans Pensions. Free passage to Ceylon provided for the officer and his wife and family not exceeding four persons.

Applications should be made in writing to the ASSISTANT PRIVATE SECRETARY (APPOINTMENTS), Colonial Office, Whitehall, London, S.W.1.

Scholarships—continued.**WESTFIELD COLLEGE. (UNIVERSITY OF LONDON.)**

Chairman of Council:

T. W. H. INSKIP, Esq., K.C., M.P.

Principal: Miss E. C. LODGE, M.A., F.R.Hist.S.
A SCHOLARSHIP Examination will be held in March, at which College Scholarships of £75 and £50 a year, and two GOLDSMITH Scholarships of £50 a year, and a few small EXHIBITIONS, will be offered for competition.

Students are prepared for the Arts and Science Degrees of the University of London; there is also a two years' course in Citizenship, for which a College Diploma is awarded.

Fees. — Residence £90 a year; Tuition from 38 guineas a year.

For further particulars apply to the PRINCIPAL—WESTFIELD COLLEGE, Hampstead, N.W.3.

WOODBIDGE SCHOOL.—

Three or four HOUSE EXHIBITIONS, open to boys under 14 years of age, will be competed for next May. These Scholarships exempt the holders from tuition fees (£10-£12), and usually carry with them Entrance Scholarships, bringing the total value to amounts varying from £25 to £50, according to the merit of the candidates.

For full particulars apply to the HEAD MASTER.

Posts Vacant—continued.**LECTURERS.****UNIVERSITY OF BRISTOL.**

Applications are invited by the University for the post of ASSISTANT LECTURER IN EDUCATION. The work will be chiefly in the Women's Section of the Department.

Qualifications in Science are necessary, and the appointment will date from the beginning of the Autumn Term.

Applications should reach the Registrar not later than March 8th, and further particulars may be obtained from him.

STAFF.

HEALTH-MISTRESS, or Matron,
or Matron-Caterer, wanted in May for a school of about forty girls. Must be experienced in care of health. Ability to take Home-Nursing classes or Drill, or to cater, a recommendation. Salary to depend on qualifications. Address, giving full particulars, and stating salary required—PRINCIPAL, Claremont, Esher, Surrey.

TYPEWRITING.

TESTIMONIALS, 6d. per dozen.
MANUSCRIPT, 8d. per 1,000 words. Examination Papers. Perfect work. — M. GLENISTER, 3 Friern Park, N. Finchley, N. 12.

HEADSHIPS.**DENBIGHSHIRE EDUCATION AUTHORITY.****RUBON COUNTY SECONDARY SCHOOL FOR GIRLS.**

Applications are hereby invited for the post of HEAD MISTRESS of the above school, duties to commence in September 1922.

Salary £500, rising, by annual increments of £25, to £650.

Candidates must be Graduates in Honours of a British University, and a knowledge of Welsh is desirable.

Candidates who desire the receipt of their application to be acknowledged should enclose a stamped addressed post card.

Canvassing the members directly or indirectly will disqualify.

Applications, endorsed "Head Mistress, Rubon County School for Girls," accompanied by copies of three recent testimonials, must reach the undersigned on or before Wednesday, April 12, 1922—ten copies of the form of application and of the testimonials to be sent by each candidate.

J. C. DAVIES, M.A.,

Secretary and Director of Education.
Education Offices, Ruthin,
10th February, 1922.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

Messrs. GRIFFITHS, POWELL & SMITH,

Telegraphic Address:
"SCHOLASQUE, RAND, LONDON."
(Licensed by L.C.C.)

Educational and School Transfer Agents,
(Established over 80 years),

Telephone:
GERRARD 7021.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

For many years at 84 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, W.C.2.

TO ASSISTANT MISTRESSES.

Easter (1922) Vacancies.

Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and Music, Kindergarten, and other Teachers seeking appointments in Secondary and high-class Private Schools (Boys' and Girls') for the term commencing in **January** are invited to apply at once to Messrs. GRIFFITHS, POWELL & SMITH, as above, who will send immediate notice of all the most suitable Posts.

Candidates should state full details as to their qualifications, and enclose copies of testimonials.

LANGUAGES.

Assistant Mistress wanted, Graduate, with 1st and 2nd Honours in French. Salary according to Burnham scale. Required at Easter or in September. (Wales.)—No. 1,459.

Assistant Mistress, to take advanced classes in French. Honours degree in French desired. R.C. essential. Salary according to Extra-Metropolitan Burnham scale, resident or non-resident. (Essex.)—No. 1,445.

Assistant Mistress wanted to teach French. A graduate if possible; if not, must have some really good qualifications, and have resided some time in France. Salary according to Burnham scale, resident. (Surrey.)—No. 1,409.

MUSIC AND ART.

First-rate Art Mistress wanted, to take Art and Needlework throughout the school. Salary according to Burnham scale. Public Girls' School. (Lincs.)—No. 1,439.

Art Mistress, able to prepare for R.D.S. Exams. Must be experienced. Salary £100 resident. (Scotland.)—No. 1,438.

Music Mistress for Piano and Singing. Ear Training, &c. Modern methods of teaching. Salary £130 resident. Must be fully qualified and with diplomas. (Surrey.)—No. 1,418.

Music Mistress wanted for Piano, Theory, and Class Singing. L.R.A.M. or its equivalent. Salary according to qualifications and experience. (Salop.)—No. 1,415.

Music Mistress wanted; one experienced in preparing for Local Exams. (L.R.A.M. or A.R.C.M.) desired. Salary about £80 resident. Churchwoman. (Lancs.)—No. 1,256.

Music Mistress required for Piano, Singing, and Harmony. Must have had experience and success in passing pupils for Intermediate Associated Board Exams. Salary about £80 resident. (Lancs.)—No. 1,248.

Music Mistress wanted, L.R.A.M. or A.R.C.M., Piano, Class Singing, Theory. Salary about £90 resident. High-class school on S. Coast.—No. 1,244.

Experienced Music Mistress wanted, able to teach on Matthey System and one accustomed to ear-training. Commencing salary about £90 resident. Recognized Private School, about 120 pupils, staff of 16 mistresses. (Cheshire.)—No. 1,236.

Music Mistress wanted for Piano and Singing and to prepare for all Associated Board Exams. Salary from £70 resident. (Kent.)—No. 1,430.

MATHEMATICAL.

Assistant Mistress for Mathematics. Only 16 to 20 hours' teaching per week. Salary about £200 resident or £250 non-resident. High-class school (Recognized) on S. Coast.—No. 1,458.

Assistant Mistress for Mathematics; subsidiary, Scripture and English. Salary about £100 resident. (Sussex.)—No. 1,455.

Assistant Mistress wanted for Botany, Elementary Science, and Mathematics for junior forms. Also a Mistress for Mathematics and Geography. Salaries according to Burnham scale (London area). R.C. Secondary Girls' School. (Middlesex.)—No. 1,449.

Assistant Mistress, to take Mathematics and Botany to London Matriculation standard. Salary about £100 resident. (Wales.)—No. 1,442.

Assistant Mistress, to take Mathematics to Senior Cambridge standard. Salary according to qualifications, and experience. High-class school, about 100 pupils; staff of 20 assistants. (Somerset.)—No. 1,441.

Assistant Mistress for Mathematics and Science or Modern Geography, or for Mathematics only. Salary about £150 resident. (Kent.)—No. 1,431.

Assistant Mistress, for Botany and Mathematics, up to at least Senior Cambridge standard. Salary £150 resident. (Yorks.)—No. 1,422.

Assistant Mistress wanted for Mathematics to Matriculation standard, with Elementary Latin if possible. Graduate looked for. Salary about £130 resident. High-class (Recognized) School in Kent.—No. 1,412.

Assistant Mistress wanted for Mathematics and Geography, up to Matriculation standard. Salary about £110 resident. (Wales.)—No. 1,400.

GENERAL.

Assistant Mistress wanted, Easter or September. Graduate with 1st or 2nd Honours in Latin up to Advanced Scholarship standard. Salary according to Burnham scale. (Wales.)—No. 1,459.

Junior Form Mistress wanted. Usual Junior Form subjects. Some certificate necessary, e.g. Higher Local or Higher N.F.U. Salary according to qualifications and experience, up to £200 resident. (Kent.)—No. 1,454.

Assistant Mistress wanted for Geography, Latin, and Mathematics. Salary about £120 resident. (Wales.)—No. 1,451.

Assistant Mistress, to take History and Latin to Responsions entrance to Oxford (Ladies' College) standard, also Literature, throughout the school. High-class Private School (Recognized). Salary £130 resident. (Surrey.)—No. 1,447.

Assistant Mistress, Graduate by preference, capable of taking charge of a Form doing Commercial subjects—Shortland, Typewriting, Book-keeping, French. If without degree, must be able to give evidence of a sound education, so as to teach Arithmetic and English up to Matriculation standard. Salary according to Metropolitan Burnham scale if still in operation. R.C. essential. Required in September. (London.)—No. 1,446.

Assistant Mistress, for English and Geography up to Senior Cambridge standard. Should be Certificated or Trained. Salary about £120 resident. (London.)—No. 1,443.

Assistant Mistress for large Girls' School in Kent. Must be experienced and with degree if possible. Subjects required: English, History, and Modern Geography. Salary according to qualifications and experience. Good salary given to suitable applicant.—No. 1,436.

Experienced Mistress, Graduate, for Latin and Form Subjects. Public Secondary School. The post is non-resident, and salary according to qualifications and experience.—No. 1,435.

Two Assistant Mistresses wanted. English subjects generally, up to Senior Cambridge, with Latin, Geometry, and Mathematics, and, if possible, good Drawing. Should have a degree or good certificates and have had experience in good-class Boarding Schools. Salary according to qualifications and experience. (Bucks.)—No. 1,434.

Assistant Mistress for English and Mathematics to Fifth Form for Senior Locals. Salary £100, or possibly more, resident. (Kent.)—No. 1,429.

Experienced Mistress to take charge of a Preparatory Schoolroom, about 20 to 30 pupils, with 2 students to assist. A Mistress holding Commission rank in Girl Guides would have the preference. Good salary given to suitable applicant. (Norfolk.)—No. 1,425.

Qualified English Mistress, to teach Geography, Botany, and Literature. Salary from £120 resident. Recognized Private School in Worcestershire.—No. 1,426.

Head Mistress required for important College in Kent. A degree is essential, or, better still, some good Tripos. Must be experienced, and able to take entire responsibility of the educational side of the school. Any salary (within reason) will be paid to a suitable applicant.—No. 1,425.

Assistant Mistress, to take good Mathematics, Latin, and French throughout the school up to Matriculation standard. Salary according to qualifications.—No. 1,423.

Assistant Mistress for History, French, good Geography, Arithmetic, Scripture, and English. Salary £100 resident. (Yorks.)—No. 1,420.

New Zealand.—Experienced English Mistress, with good French, for Senior Girls. Salary £150 resident, rising to £200. Engagement probably for 5 years. 2nd class passage paid out.—No. 1,408.

W. Indies.—Assistant Mistress, Inter Science (Lond.) or Cambridge Higher Local, Latin, French, or Spanish, Mathematics and English. Salary £200 resident. Required to commence work in September next.—No. 1,406.

Kindergarten Mistress wanted for Girls' Secondary School in London. Salary £100 resident or £180 non-resident.—No. 1,389.

Physical Mistress wanted for Swedish Drill, Games, Remedial Exercises. Must have been trained at Recognized College. Salary £120 resident. (Herts.)—No. 1,456.

Kindergarten Mistress wanted, with Higher N.F.U. Salary £100 resident. (Somerset.)—No. 1,453.

NO REGISTRATION FEE, AND THE COMMISSION CHARGE IS VERY MODERATE.

SCHOOL TRANSFER DEPARTMENT.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 164 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C.2.

Telegraphic Address: "Scholasque, Rand, London."

Telephone: Gerrard 7021.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 166.

COUNTY BOROUGH OF BARROW-IN-FURNESS. EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR BOYS.

Applications are invited for the post of HEAD MASTER of the above named School. Duties to commence in September next. Candidates must be graduates of a University in the United Kingdom. Number of pupils, 460. Commencing salary £600 per annum.

Forms of application, which must be returned not later than the 10th March, may be obtained on application to the Director of Education, Town Hall.

By Order,

L. HEWLETT,
Town Clerk and Clerk to the
Barrow-in-Furness, Local Education Authority.
13th February, 1922.

DEWSBURY ENDOWED SCHOOL FOUNDATION.

DEWSBURY WHEELWRIGHT GRAMMAR SCHOOL FOR GIRLS.

The Governors invite applications for the post of HEAD MISTRESS of the above-named school, which has 300 pupils on roll (including the Preparatory Department) and a recognized Advanced Course in Modern Studies.

Candidates must be Honours Graduates of a British University, or possess equivalent qualifications approved by the Board of Education, and preference will be given to those with experience in Secondary Schools. Duties to commence at the opening of the Winter Term in September next.

Commencing salary £500 per annum, rising by £25 per annum to a maximum of £650 per annum.

Forms of application, which must be returned not later than Friday, 31st March, 1922, may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

S. G. BIBBY,
For the Governors.
Education Offices,
Town Hall, Dewsbury,
February 1922.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial typewritten free of charge for new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. All clear copies, not carbons. Orders executed by return of post. Price-list, with specimens of typewriting and printing, on application.

KING, 45 Bedford Row, London, W.C.1.

Posts Vacant—continued.

MISTRESS-SHIPS.

ENGLISH MISTRESS wanted in September; willing to share responsibility and help with general superintendence. Possible partnership later. Churchwoman. Graduate preferred. Girls' school, south coast; mainly under 16 years. Apply fully, stating salary, to Address—No. 11, 231.*

HARROGATE COLLEGE.—Wanted, in September, Resident MISTRESS for Games and Gymnastics; good Lacrosse, Cricket, and, if possible, Tennis. Dartford or Bedford Student preferred. Apply, giving full particulars, to the HEAD MISTRESS, Harrogate College.

SENIOR MATHEMATICAL MISTRESS required in May. Salary from £150 resident. Apply to the HEAD MISTRESS, The Downs School, Seaford, Sussex.

NEW ZEALAND.—Wanted in May, if possible, but not later than September, in Woodford House, a large Boarding School near Napier, a fully qualified MISTRESS to teach Drill, Dancing, Games, &c. Initial salary £150 to £200 resident, according to qualifications, with passage. Applications before March 1st. Apply—Miss WHITEHEAD, Wycombe Abbey School, Bucks.

CANADA.—There are some openings in Western Canada for trained WOMEN TEACHERS (graduates). Salaries from 1,000 dols. to 1,700 dols. Apply—The GENERAL SECRETARY, S.O.S.B.W., 46 Victoria Street, London, S.W.1.

SOUTH AFRICA.—Required, for Girls' High School, fully qualified FRENCH MISTRESS, of French nationality, with some experience in English schools. Age 25 to 30. Salary £200 resident. Passage. Apply—The SECRETARY, S.O.S.B.W., 46 Victoria Street, S.W.1.

Also TEACHER OF PHYSICAL CULTURE AND DANCING for same school. Salary £200 resident. Passage.

CAPE.—For Church High School, qualified DANCING MISTRESS, with Eurythmics, Gymnastics, and Games; must be Churchwoman. Salary £180 to £200 resident. *Apply—The SECRETARY, S.O.S.B.W., 46 Victoria Street, S.W.1.

CHESTERFIELD GIRLS' HIGH SCHOOL.

Wanted, after Easter, SENIOR SCIENCE MISTRESS. Subjects, Chemistry and Physics. Good degree and experience essential. Burnham Scale. Apply to the HEAD MISTRESS.

Posts Vacant—continued.

SOUTHEAST-ON-SEA EDUCATION COMMITTEE.

HIGH SCHOOL FOR GIRLS.

Required, after Easter, a part-time MUSIC MISTRESS. Training and experience essential in Singing, Ear training, Piano, and Violin. Application forms, which may be obtained from the undersigned on receipt of a stamped addressed envelope, must be returned to the HEAD MISTRESS at the School, from whom further particulars may be obtained.

Salary up to a maximum of £180 per annum, according to qualifications and experience.

Education Offices, H. FARRANDS,
11 Nelson Street, Director of Education.
Southend-on-Sea.

HOMERTON COLLEGE.

TRAINING COLLEGE FOR WOMEN TEACHERS.

Wanted, in September, highly qualified, full time ART MISTRESS (non-resident) to take charge of the Drawing instruction of 200 students, particularly with regard to the teaching of the subject to young children. Preference given to a good craftsman. Salary according to Burnham scale for Secondary teachers.

Apply (no special form required), stating age, qualifications, and experience, to the PRINCIPAL at the College.

WANTED, for September.—HOUSE MISTRESS, to take entire responsibility for Boarding House in connexion with Girls' High School. Good previous experience with girls essential. Resident salary and percentage of profits. Address—No. 11, 228.*

HOWELL'S SCHOOL, DENBIGH (Trustees: The Drapers' Company).—Required, in May, a Resident SECOND MISTRESS, offering Classics as her special subject. Burnham Scale. Apply, stating experience and qualifications, to the HEAD MISTRESS.

ST. BRIDE'S SCHOOL, EDINBURGH.—Wanted, for Summer Term, fully qualified resident MUSIC MISTRESS. Chassevant training, and experience. Apply—HEAD MISTRESS.

NOTTINGHAM HIGH SCHOOL FOR GIRLS.—Wanted (1) in May, an experienced MISTRESS for Lower and Middle School work, able to teach Arithmetic, English Subjects, Nature Study, and Elementary Latin. (2) In September, SENIOR MATHEMATICAL MISTRESS. Tripos preferred. Burnham Scale. Apply—HEAD MISTRESS.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, 3 Ludgate Broadway, E.C.4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

LITERARY YEAR BOOK, 1922,

Provides all possible information on modern books and authors; success in journalism, scenario writing, and how to earn £1000 or more by your pen.

10/6 British Isles, 12/6 elsewhere. Only obtainable from
Publisher, 67 Dale Street, Liverpool, and
56 Ludgate Hill, E.C.4.

INTERNATIONAL HOUSE, 55 Gower Street, W.O.1.

A SOCIAL AND EDUCATIONAL CENTRE FOR MEN AND WOMEN OF INTERNATIONAL SYMPATHIES.

Cafeteria.—Lunches, Afternoon and High Teas served from noon to 6 p.m. Membership, 1/- per annum.

Reading Room.—Foreign Weeklies and Library. Full Membership (including Cafeteria), 5/- per annum.

HOOPER'S (Educational Agents), Ltd., 361 OXFORD STREET, LONDON, W.1.

EASTER VACANCIES, resident and non-resident, for well-qualified Masters and Mistresses, Tutors, Governesses, Lady Matrons, &c. Please write for particulars, stating your special requirements.

Principals of Schools supplied with best qualified Assistants. Schools recommended and transferred.

PLEASE WRITE OR CALL.

HOOPER'S, LTD., 361 OXFORD STREET, LONDON, W.1.

LICENSED ANNUALLY L.C.C.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W.1,

invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for the Easter, 1922, Term, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

General Form and Classical Mistresses.

ASSISTANT MISTRESS required in an important Girls' Public School in the Home Counties, to take up duties in September. Graduate essential. Salary offered from £130 per annum, resident.—No. 20,821.

CLASSICAL MISTRESS required, in May, for a large Girls' School in North Wales. The post is a resident one, and salary in accordance with the Burnham scale.—No. 20,880.

HISTORY SPECIALIST required, after Easter, for an important School in the Home Counties. Candidates should be able to offer some subsidiary subjects such as Classics or Mathematics. Salary offered £170 per annum rising by £10 annually to £300, in addition to board and residence. Church of England essential.—No. 20,801.

ASSISTANT MISTRESS required in a Girls' Private School in Scotland, to teach English subjects. Salary offered from £100 to £120 per annum, resident.—No. 20,903.

ASSISTANT MISTRESS required, after Easter in a Girls' Private School in the Lake District, to teach general subjects, including Mathematics. Salary offered £80 to £100 per annum, resident.—No. 20,915.

SENIOR ENGLISH MISTRESS required, in May, for a high-class Girls' School in the South-west of England. Subjects required: Geography, Botany, and Literature up to Matriculation standard, together with some subsidiary subjects. Salary offered £120 per annum, resident.—No. 20,833.

Mathematical and Science Mistresses.

MATHEMATICAL MISTRESS required, in May or September, in an important Girls' Boarding School in the Home Counties. Graduate or equivalent essential. The post will be resident, and salary according to the Burnham scale, with Pension Scheme.—No. 20,742.

SCIENCE MISTRESS required, after Easter, for a Girls' Private School in the Home Counties, to teach Geography, Botany, and General Elementary Science. Salary offered from £100 to £110 per annum, resident.—No. 20,818.

ASSISTANT MISTRESS required, in May, in a Girls' Private School in the Home Counties, to teach Geography and Botany. The post will be a resident one, and salary according to the Burnham scale, with Pension Scheme.—No. 20,885.

ASSISTANT MISTRESS required, in May, for Girls' Private School in the North of England, to teach Botany and Mathematics. Salary offered £150 per annum, resident.—No. 20,827.

Boys' Preparatory and General Junior Form Mistresses.

ASSISTANT MISTRESS required, after Easter, for a high-class Boys' Preparatory School in the North of England, to teach General Preparatory School subjects, including Elementary Mathematics and Latin. Salary offered £120 per annum, resident.—No. 20,910.

ASSISTANT MISTRESS required, after Easter, for Boys' Preparatory School in North Wales, to teach General Junior Form subjects to boys between the ages of 7 and 9. The subjects

should include good Drawing and Dancing. Salary offered £80 to £100 per annum, resident.—No. 20,133.

ASSISTANT MISTRESS required, after Easter, in a Boys' Preparatory School in North Wales, to teach Piano-forte and Singing, together with subsidiary subjects. It would be a recommendation if the candidate could offer Dancing. Salary offered from £50 to £100 per annum, resident. A higher salary would be given if Dancing was offered.—No. 20,126.

KINDERGARTEN MISTRESS required, in May, for Girls' Private School in the South-west of England. A candidate holding the Froebel Certificate would be preferred. Salary offered from £80 to £90 per annum, resident.—No. 20,751.

KINDERGARTEN MISTRESS required, in May, for Girls' Middle Class Private School in the South of England. Salary about £60 per annum, resident; but a higher salary would be given if Klocution was offered.—No. 20,774.

JUNIOR FORM MISTRESS required, in May, in a high-class Girls' Private School in the London area. The candidate appointed must hold the Froebel Certificate, and have had previous experience. The post is non-resident, and salary according to the Burnham scale.—No. 20,829.

KINDERGARTEN MISTRESS required, after Easter for a large Roman Catholic Secondary School in the North of England. Subjects to include Singing, Music, and Games. Salary offered £60 to £70 per annum, res.—No. 20,901.

LOWER FORM MISTRESS required, after Easter, for an important Girls' Private School in the London area. Candidate holding Froebel Certificate is looked for. Salary offered £80 rising by £5 to £105 per annum, resident, with Pension Scheme.—No. 20,887.

Gymnastics and Games Mistresses.

PHYSICAL CULTURE MISTRESS required, in May or September, at an important Girls' Public School on the South Coast. A Dartford candidate will be preferred. The post is a resident one, and salary according to the Burnham scale.—No. 20,861.

PHYSICAL CULTURE MISTRESS required, in September, at an important Church of England School in the North of England. A Dartford candidate is looked for. The post is a resident one, and salary offered according to Burnham scale with Pension.—No. 20,876.

PHYSICAL CULTURE MISTRESS required, after Easter, at a high-class Girls' Boarding School in the Home Counties. The post is a resident one, and good salary offered.—No. 20,803.

PHYSICAL CULTURE MISTRESS required, in May, at an important Girls' School run on High School lines, in the Home Counties. A Bedford candidate preferred. The post is a res. one, and a good salary offered.—No. 20,826.

GAMES MISTRESS required, to take up her duties in May, in an important Girls' Private School in the Home Counties. Bedford or Dartford candidate preferred. Salary offered from £100 to £120 per annum, according to qualifications and experience, together with board and residence.—No. 20,982.

PHYSICAL CULTURE MISTRESS required to take up her duties after Easter, in a large Girls' School within easy reach of London.

Her subjects should include elementary Dancing and Remedial Gymnastics. Salary offered from £90 to £100 per annum, according to qualifications and experience, together with board and residence. An extra salary will be given to a candidate who is able to offer good Dancing.—No. 20,945.

PHYSICAL CULTURE MISTRESS required, to take up her duties after Easter, in a large School in the London district. A candidate who has been trained at Dartford, Bedford, or Chelsea will be preferred. The post is resident, and a good salary will be offered.—No. 20,928.

Music Mistresses.

SENIOR MUSIC MISTRESS required, after Easter, for a high-class Girls' Boarding School in the North of England. Salary offered £90 per annum, resident.—No. 20,865.

MUSIC MISTRESS required, after Easter, in an important Girls' Boarding School on the South Coast, recognized by the Board of Education. Salary offered from £90 per annum, resident.—No. 20,842.

JUNIOR MUSIC MISTRESS required, to take up her duties after Easter, in an important Girls' Private School on the South Coast. Salary offered £40 to £70 per annum, together with board and residence.—No. 20,966.

JUNIOR MUSIC MISTRESS required, after Easter, in a small high-class Girls' Private School on the South Coast. Salary offered about £60 per annum, resident.—No. 20,986.

Modern Language Mistresses.

ASSISTANT MISTRESS required, after Easter for an important Girls' School in the London area, to teach French. The candidate appointed must be a communicant member of the Church of England. The post could be held as a resident or non-resident one, and, in either case, a good salary will be offered.—No. 20,892.

FRENCH SPECIALIST required, in May, for a large Girls' Secondary School in the Home Counties. Graduate or equivalent is essential. The post will be a resident one, and salary according to Burnham scale.—No. 20,886.

ASSISTANT MISTRESS required, after Easter, to teach French throughout the School, which is a high-class Girls' Private School on the South Coast, recognized by the Board of Education. Salary offered from £100 per annum, resident.—No. 20,900.

ASSISTANT MISTRESS required, after Easter, in a Girls' Private School on the South-east Coast, to teach French and English up to Senior Local standard. Salary offered £120 per annum, resident.—No. 20,898.

ASSISTANT MISTRESS required, after Easter, to teach French in an important Girls' Boarding School in the Home Counties. Candidates should be able to offer some subsidiary subject. The post will be resident, and salary according to Burnham scale, with Pension Scheme.—No. 20,796.

MISTRESS required, after Easter, for high-class Girls' Preparatory School on the South Coast, to teach French throughout the School, together with some subsidiary subjects. Salary offered from £75 to £85 per annum, resident, rising.—No. 20,815.

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The following are selected from a number of **Summer and Autumn Term Vacancies**, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to put forward candidates:—

VACANCIES FOR UNIVERSITY WOMEN.

English, History, and General Form Mistresses.

- HISTORY SPECIALIST** required, after Easter, for County Secondary School in Warwickshire. Good experience essential. Oxford or Cambridge woman preferred. Non-resident. Burnham scale. A 94,058.
- HISTORY SPECIALIST**, offering one subsidiary subject, required, after Easter, for Recognized Private School in Home Counties. Honours degree essential. Experience and training a recommendation. Churchwoman essential. Non-resident £170, rising by £10 to £300. A 94,146.
- MISTRESS** required, after Easter, for high-class Private Recognized School, to teach English subjects, Latin to Responsions, and History for the Entrance Examination to an Oxford College. Churchwoman essential. Resident £130, rising by £10. A 94,277.
- HEAD MISTRESS** required, after Easter, for good-class Private School on South-east Coast, to take entire responsibility of educational side of the School. Cambridge Tripos preferred. Experience essential. Resident, possibly Burnham scale. A 94,239.
- SENIOR MISTRESS** required, after Easter, for high-class Private School in South-east of London, to teach English and Latin to Senior Oxford standard, possibly Matriculation, and junior Mathematics. Private School experience essential. Resident £120 to £150. A 94,405.
- ENGLISH SPECIALIST** required, in September, for County Secondary School in Warwickshire. Oxford or Cambridge woman preferred. Experience essential. Non-resident. Burnham scale. A 94,057.
- HISTORY SPECIALIST** required, in September, for Church School in Northern County, offering elementary Mathematics or Geography as subsidiary subject. Experience a recommendation. Churchwoman essential. Resident. Burnham scale, less £90 for board. £ 94,404.
- MISTRESS** required, after Easter, for small co-educational Public School near Edinburgh, to teach Latin and History to Senior Oxford standard, with either English or Geography. Resident from £110. A 94,265.
- MISTRESS** required for Wesleyan High School in South Africa, to teach senior English and Latin. The Mistress appointed will be required to sail at the end of April. Resident £200. A 91,101.
- MISTRESS** required, after Easter, for high-class Private Junior School on South coast, for Middle School work. Resident about £140. A 94,445.

FORM MISTRESS required, after Easter, for high-class Private School in Yorkshire for Middle School work and French. Elementary Mathematics a recommendation. Churchwoman essential. Resident £130 to £150. A 94,444.

Classical Mistresses.

- ASSISTANT MISTRESS** required temporarily, from May to July, for Public Secondary School in the North, to teach Latin to Durham School Certificate Standard, with English in the Lower School. Salary scale from £210, rising by £15 to £270. C 94,391.
- CLASSICAL MISTRESS** required, in May, for Church of England High School in the Midlands. Oxford or Cambridge candidate preferred. Non-resident. Burnham scale, plus allowance for pension after one term's service. C 93,954.
- ASSISTANT MISTRESS** to teach Latin to the Middle School, with subsidiary English required after Easter, for important Public School for Girls in South. Non-res. Good salary. C 93,713.
- CLASSICAL MISTRESS** required, after Easter or in September, for County Secondary School for Girls in the Home Counties. Scripture as subsidiary subject. Non-resident. Burnham scale. C 93,729.

Modern Language Mistresses.

- ASSISTANT MISTRESS** required, after Easter, to teach French, with some subsidiary subject, in high-class Public Boarding School for Girls in the Home Counties. Resident. Burnham scale. C 94,143.
- SECOND FRENCH MISTRESS** required, in May, for Public Church School for Girls. Churchwoman essential. Italian or Spanish or Needlework as subsidiary subject. Resident, from £120 to £150, plus pension scheme. C 93,773.
- FRENCH MISTRESS** required, in May, for Church of England Boarding and Day School for Girls in the Home Counties. Degree or equivalent, with experience. Resident. Burnham scale. C 94,344.
- SECOND FRENCH MISTRESS** required, in May, for County Secondary School for Girls in Home Counties. Good Honours Degree, with training. Non-resident. Burnham scale. C 94,187.
- ASSISTANT MISTRESS** required, after Easter, for good-class Day and Boarding School for Girls in the North, to teach French to Senior Cambridge Standard, with Junior Latin and, if possible, some English. Resident, from £100 to £140. C 94,716.

FRENCH MISTRESS required for Secondary High School for Girls in the North. Direct Method preferred. Temporary, one term, or possibly permanent. Resident. Burnham scale. C 94,443.

Mathematics, Science, and Geography Mistresses.

- MATHEMATICAL MISTRESS** required, after Easter or in September, for Elementary Training College in Eastern Counties. Non-resident. Burnham scale. C 94,216.
- MATHEMATICAL MISTRESS** required, after Easter, for high-class Recognized School for Girls on South-east Coast. Resident. Burnham scale. C 92,102.
- ASSISTANT MISTRESS** required, in May or September, to teach Mathematics, with some Latin, in high-class Private Boarding School for Girls in Midlands. Degree essential. Resident. Good salary. C 94,377.
- JUNIOR SCIENCE MISTRESS** required, in May, for one term, for high-class Public School for Girls in the South. Mathematics an advantage, but not essential. Non-resident. C 93,778.
- SENIOR SCIENCE MISTRESS** required, after Easter, to teach Chemistry and Physics in Public Secondary School for Girls in the Midlands. Experience essential. Non-resident. Burnham scale. C 94,345.
- SCIENCE MISTRESS**, with Chemistry and Physics, required, in September, for high-class Public School for Girls in the South. Cambridge woman preferred. Non-resident. C 93,992.
- GEOGRAPHY MISTRESS** required, after Easter, offering some Botany, for high-class Private Recognized School on South-east Coast. Resident, £140. A 94,127.
- GEOGRAPHY SPECIALIST** required, after Easter, with English as subsidiary subject, for Imperial Public School near London. Geography Diploma essential, and training and experience a recommendation. Resident. Burnham scale, less £70 for residence. A 94,346.
- SENIOR MATHEMATICAL MISTRESS** required, in May, for high-class Private Recognized School on the South coast, to teach Mathematics to School Certificate and College Entrance standard. Resident £150 per annum or non-resident £200. C 94,637.

TRUMAN & KNIGHTLEY'S ANNOUNCEMENTS—contd.

VACANCIES FOR NON-UNIVERSITY WOMEN.

English, History, and General Form Mistresses.

- SENIOR MISTRESS** required, in September, for high-class Private School on South Coast, to teach Literature and general English subjects. Resident £100 to £120. K 93,686
- ASSISTANT MISTRESS** required, after Easter, for high-class Private School in London, to teach Latin and Mathematics to Senior Oxford and possibly Matriculation standard. Resident £90 to £120. K 94,214
- SENIOR MISTRESS** required, after Easter, for high-class Private School in Midlands. Resident from £120. K 94,245
- ASSISTANT MISTRESS** required after Easter for Private Coaching Establishment for backward boys in Midlands, to take elementary French, Arithmetic, Geometry, English Literature, and Grammar to Common Entrance Standard, and take part in Games. Churchwoman essential. Non-resident £150. J 93,718

Freobel Trained Mistresses.

- KINDERGARTEN MISTRESS** for good-class Private School on East Coast, to take entire charge of about twenty children. Higher N.F.U. essential. Resident from £80. J 94,249
- KINDERGARTEN MISTRESS** for high-class Private School in Southern county, to teach Nature Study and Handicrafts. Freobel Certificate and experience essential. Resident £90 to £100. J 94,037
- FORM I MISTRESS** for high-class Preparatory School in North of London, to teach the usual subjects and Handwork. Higher N.F.U. and some experience beyond training essential. Non-resident about £200. J 94,227
- MISTRESS** for Preparatory Day School atached to High School in Midlands, for children-5 to 7 years. Usual subjects, Handwork, elementary Music, and Games. Resident about £80. J 94,315

FORM II MISTRESS for high-class Recognized Day School in Southern county, to teach usual Form subjects, good Arithmetic, Needlework to Forms II-IV. Higher N.F.U. Resident £80, rising £5 to £105. J 94,352

MISTRESS for Junior Branch of Public High School in Southern county, chiefly for Form III work and help with other Forms. Arithmetic and ability to help with Singing Class. Resident or non-resident. Burnham scale. J 94,271

JUNIOR SCHOOL MISTRESS required after Easter for first-class Private Recognized School in London, to take good Arithmetic throughout the Junior School. Children aged 12 yrs. Higher N.F.U. essential. Non-resident, mornings only. Good salary. J 93,076

FROEBELIAN MISTRESS required, after Easter or in September, for well known Training College, to help in the general work and take a subject with the students. Experience essential. Good non-resident salary. J 94,649

SUMMER TERM VACANCIES FOR TEACHERS OF SPECIAL SUBJECTS.

Art Mistresses.

- ART MISTRESS** for large Public Secondary High School in important town in the North. Non-resident. Salary according to Burnham scale. B 94,371
- ART MISTRESS** for large Private Boarding School in the Midlands. Some subsidiary subjects essential. Resident £100 or more. B 94,364
- ART MISTRESS** for important Public High School in the Midlands. Drawing, Painting, Handwork, and Needlework. Teacher's Art Certificate and Board of Education Diploma. Experience essential. Non-resident. Salary according to Burnham scale. B 94,414
- ART MISTRESS** for Public High School in the North. Good Art essential. Needlework and some Craftwork desirable. Non-resident. Salary according to Burnham Scale. B 94,588
- ART MISTRESS** for large Public Secondary School in the Eastern Counties. Good Art and Needlework essential. Experience in teaching both subjects if possible. Resident. Salary according to Burnham scale, minus £45 for board and residence. B 94,587
- CARPENTRY AND HANDWORK MISTRESS** for important Public School in the Home Counties, preferably for full-time work. Ability to look after poultry and bees a recommendation. Probably non-resident, and good salary offered. B 93,532

Music Mistresses.

- MUSIC MISTRESS** for large high-class Private School in the West. Full musical training essential, either abroad or at the R.A.M. or R.C.M. Good Pianoforte and Performer essential. Resident £120. B 94,623
- VIOLIN MISTRESS** for large Public Boarding School in Jamaica. Good Violin essential, with some Pianoforte, if necessary, as a subsidiary subject. Resident £110-120 initial. Passage paid. B 91,557
- MUSIC MISTRESS** for large Public School for Boys in Home Counties. Pianoforte to Advanced Associated Board standard. Class Singing and Aural Culture a recommendation. R.A.M. or R.C.M. training desirable, with diploma and experience if possible. Resident £100-110 or more. B 94,379
- MUSIC MISTRESS** for good-class Boys' Preparatory School in the North. Pianoforte and Singing essential, with some elementary English or French to small Boys. Dancing very desirable. A diploma and experience essential. Resident £100 initial. B 94,263
- MUSIC MISTRESS** for Public Secondary School in the Midlands. Pianoforte, Class Singing, and Ear Training essential. Violin

very desirable. L.R.A.M. or A.R.C.M., with school experience if possible. Non-resident. Salary according to Burnham scale. B 94,591

MUSIC MISTRESS for large Private Boarding School in the Midlands. Pianoforte first subject, with some Violin as a second subject. Resident £90-£110. B 92,642

MUSIC MISTRESS for Junior House of important co-educational School in the South, to take entire charge of Pianoforte teaching and take some simple Singing. Some knowledge of stringed instruments essential. Full qualifications necessary. Resident £100 to £120. B 94,381

JUNIOR MUSIC MISTRESS for high-class Private Recognized School in the North. Pianoforte and Aural Culture essential, and ability to play Harmonium for Chapel services and take a junior class Singing lesson. Resident £80-£100. B 94,232

SENIOR MUSIC MISTRESS for large high-class Private Recognized Boarding and Day School on South Coast. Pianoforte, in preparation for all Associated Board Examinations. Theory and Class Singing. L.R.A.M. or A.R.C.M. and school experience essential. Resident £100, or more. B 94,255

MUSIC MISTRESS for high-class Private Boarding School in the Home Counties. Good qualifications and experience. Pianoforte, Singing, and Ear Training on modern methods. Resident £130. B 94,229

SECOND MUSIC MISTRESS for large Public Secondary School in Home Counties' Class Singing, Aural Culture. Pianoforte on Curwen and Matthey methods, and Violin. Good qualifications in Violin playing necessary. Knowledge of Eurhythmics a recommendation. Post might be whole or part-time. Non-resident. Salary according to Burnham scale and fixed fees. B 94,196

MUSIC MISTRESS for important Public High School in Eastern Counties. Good Pianoforte and Aural Culture, and the mistress must be a first-class musician. Non-resident. Salary about £220. B 94,342

Gymnastics Mistresses.

DRILL AND GAMES MISTRESS for large Public Secondary High School in the West. Some Junior Form work required. Temporary for one term in first instance, but possibly permanent appointment. Non-resident. Salary according to Burnham scale. B 94,569

First-rate **GYMNASTICS MISTRESS** for large Public Boarding School on South Coast, within one hour of London. Swedish Drill, Games, and Swimming, and experience of school work necessary. Dartford training preferred. Resident. Salary according to Burnham scale. B 94,327

GYMNASTICS, GAMES, and DANCING MISTRESS for large Secondary Boarding and Day School in the South-west of England. Some help in Lower Form work required. Resident £140. B 94,230

GYMNASTICS and GAMES MISTRESS for large Recognized School in Scotland. Good training essential, preferably at Dartford, Bedford, or Chelsea. Resident £100 to £140. B 94,308

GYMNASTICS, DANCING, and GAMES MISTRESS for large high-class Recognized Boarding and Day School on South Coast. Dartford, Bedford, or Chelsea training preferred. Experience if possible. Resident £110 initial, or more. B 94,256

GYMNASTICS, GAMES, and DANCING MISTRESS for high-class Private Boarding School within forty miles of London. Some Remedial work required, and a little other help to fill up time. Resident £90-£110. B 93,802

Fully-qualified **DRILL AND GAMES MISTRESS** required, in May if possible, for large Boarding School in New Zealand. Resident £150-£200. Passage paid. B 93,202

SECOND GYMNASTICS MISTRESS for large high-class Private Boarding School in the Midlands. Good Dancing throughout School. Good Games and some Gymnastics. Resident £100-£120. B 93,860

Domestic Science Mistresses.

DOMESTIC SCIENCE MISTRESS for large Public Secondary School in Northern City. Needlework and Cookery chief subjects required. New post, and ability to organize essential. Good recognized Diplomas necessary. Non-resident. Salary according to Burnham scale. B 94,605

NEEDLEWORK MISTRESS for large Public Secondary School in the West. Some subsidiary subjects probably necessary. Temporary post for one term in first instance, though possibly permanent appointment. Non-resident. Salary according to Burnham scale. B 94,568

DOMESTIC SCIENCE MISTRESS for Boarding School in South Africa. Cookery, Housewifery, and Laundrywork essential. Handwork and Music desirable. Successful candidate to become a missionary. Salary £204 and residence if living alone, or £165 otherwise. B 94,032

DOMESTIC SCIENCE MISTRESS for large Mixed Secondary Day School close to London. Diplomas in Needlework and Cookery essential, with experience if possible. Non-res. Salary according to Burnham scale. B 94,698

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[Fellow, F.C.T.B.] To promote the efficiency of teachers of the blind and the education of the blind generally. 5s. (e) Langham 2542. (f) March 1922. Mr. Henry Stainsby, National Institute for the Blind, 224-228 Great Portland St., W.1.
- Blind, Home Teaching Society for the.**
5,300 (d) Aveugles, Wesdo, London. (e) Mayfair 2796. Miss M. Ainsworth Gilbert, 143 Great Portland Street, W.1.
- Board of Education.**
(e) Victoria 9800. Sir L. Amherst Selby-Bigge, Bart., K.C.B., Whitehall, S.W.1.
- Board of Education Library.**
King Charles Street, Whitehall, S.W.1.
- Book-keeping Teachers, Association of.**
[Fellows, F.B.T.; Associates, A.B.T.] 450 Fellows, 12s. 6d.; Associates, 10s.; Members, 5s. (c) *The Book-keepers' Magazine*. (f) February, 1923. Mr. W. J. A. Knight-Rawlings, F.I.S.A., 174-176 Canterbury Street, Gillingham, Kent.
- Botanic Society, Royal, of London.**
2,000 Fellows. £5. 5s. (c) *Quarterly Summary*. (e) Langham 1187. (f) Sept. 13, 1922. Mr. Henry W. Woodford, Royal Botanic Gardens, Inner Circle, Regent's Park, N.W.1.
- Boy Scout Association.**
To develop good citizenship among boys over eight by character training. 335,000. (c) *Headquarters' Gazette*. (d) Scoutcraft, London. (e) Victoria 8654, 8655. (f) January 1923, at Headquarters. Mr. C. Dymoke Green, 25 Buckingham Palace Road, S.W.1.
- British Association for the Advancement of Science.**
3,500. Life, £15; annual, £1. 10s. and £1. (c) *Annual Report*. (e) Gerrard 7213. (f) Sept. 6-13, Hull, Mr. O. J. R. Howarth, O.B.E., Burlington House, W.1. Education Section: Mr. Douglas Berridge, The College, Malvern.
- British and Foreign School Society.**
The promotion of popular education at home and abroad. £1. 1s. Life, £10. 10s. (c) *Educational Record*. (e) Central 7969. (f) May 1922. Mr. E. N. Fallaize, 114 Temple Chambers, E.C.4.
- British Italian League.**
600. £1. 1s., 10s. and 5s. (c) Mayfair 6148. Mrs. G. M. Trevelyan, 74 Grosvenor St., W.1.
- British Science Guild.**
The application of scientific principles in national affairs. 950. Fellows, £1. 1s.; Members, 10s. (c) *Own Journal*. (e) Regent 5089. Miss A. D. L. Lacey, 6 John St., Adelphi, W.C.2.
- Cambridge Highest Grade Schools Examinations Syndicate.**
Mr. T. G. Bedford, M.A., 61a St. Andrew's Street, Cambridge.
- Cambridge Local Examinations and Lectures Syndicate.**
(d) Syndicate, Cambridge. (e) Cambridge 579. Mr. W. N. Williams, M.A., Syndicate Buildings, Cambridge.
- Carnegie Trust for the Universities of Scotland.**
Mr. James Robb, LL.B., Merchants' Hall, Edinburgh.
- Carnegie United Kingdom Trust, The.**
(d) Ameliorate, Dunfermline. (e) Dunfermline 398. (f) March, Dunfermline. Lieut.-Col. J. M. Mitchell, O.B.E., M.C., B.A., East Port, Dunfermline.
- Catholic Colleges, Conference of.**
148. £1. Very Rev. Canon Driscoll, M.A., D.D., Cardinal Vaughan School, Addison Road, W.14.
- Central Library for Students.**
To lend to students who cannot otherwise procure them standard books costing not less than 6s. Miss F. M. Lampard, 20 Tavistock Square, London, W.C.1.
- Charity Commission.**
(e) Regent 4020, 4021. Mr. G. C. Bower, Ryder St., S.W.1.
- Chaucer Society.**
£2. 2s. Mr. W. A. Dalziel, 67 Victoria Road, N.4.
- Chemical Society.**
3950. £3. Admission. [Fellow, F.C.S.] (c) *Journal of the Chemical Society*. (e) Gerrard 6322. (f) March 30, 1922, at Office, Burlington House, W.1.
- Chemistry, Institute of (Royal Charter, 1885).**
[Fellow, F.I.C.; Associate, A.I.C.] Fellows, 1,569, £2. 2s.; Associates, 2,073, £1. 11s. 6d.; Students, 883, 10s. (c) *Own Journal*. (e) Museum 2406. (f) March 1, 1922, at Offices. Mr. Richard Bertram Pilcher, O.B.E., F.C.I.S., 30 Russell Sq., London, W.C.1.
- Child Study Society, London.**
For the scientific study of children. 500. 7s. 6d. and 10s. 6d. (c) *Child Study*. Mr. W. J. Durrie Mulford, 90 Buckingham Palace Road, S.W.1.
- Church Education Corporation.**
(d) 34, Citizenry, Churton, London. (e) Victoria 3319. Mr. Chas. C. Osborne, 34 Denison House, Westminster, London, S.W.1.
- Church Managers and Teachers' Association.**
2326. 2s. 6d. to 5s. (c) *School Guardian*. (f) Whitsuntide, Wolverhampton. Mr. Albert Smith, 43 Castle St., Reading.
- Church Schoolmasters' and Schoolmistresses' Benevolent Institution.**
14,000. 5s. (c) *School Guardian*. (d) Nat. Society Vict. (e) Victoria 6881. (f) June, in London. Mr. Tom M. Pettitt, 21 Great Peter Street, Westminster, S.W.1.
- Church Schools Company, Ltd. [Not for profit.]**
Mr. F. W. Pittman, Church House, Dean's Yard, S.W.1.
- Church of England Sunday School Institute.**
600. £1. 1s. (c) *Church Sunday School Magazine*. (d) Catechist, London. (e) Central 9272. (f) July, at Office. (Rev.) Edmund W. Sara. 13 Serjeants' Inn, Fleet St., E.C.4.
- City and Guilds of London Institute.**
(e) London Wall 4950. Mr. A. L. Soper, Gresham College, Basinghall Street, E.C.2.

Civic Education League.

To promote education in citizenship. 800. (c) *The Civic Education Chronicle*. (e) Victoria 571. (f) October. Miss Margaret Tatton, 65 Belgrave Road, S.W.1.

Civil Service Commission.

Mr. L. C. H. Weekes, Burlington Gardens, W.1.

Class Teachers, National Federation of.

20,000. (c) *The Class Teacher*. (f) Sheffield. Sept. 1922. Mr. J. H. Lumby, B.A., 14 Bayfield Road, Grassendale, Liverpool.

Classical Association.

2,000. 5s. and 5s. entrance fee. (c) *Own Proceedings*. (f) April 1923, at Bristol. Prof. A. C. Pearson, Litt.D., Trinity College, Cambridge; and the Rev. G. C. Richards, B.D., Oriel College, Oxford.

Classical Association of Scotland.

330. 5s. (c) *Own Proceedings*. Mr. Geo. T. Pringle, M.A. (Edin. and Oxon), Hutchesons' Grammar School, Glasgow.

Clergy Orphan Corporation.

(e) *Chancery 7769*. Rev. Wm. Charles Cluff, M.A., 5 Verulam Buildings, Gray's Inn, W.C.1.

College of Preceptors.

[Fellow, F.C.P.; Licentiate, L.C.P.; Associate, A.C.P.] 700. 10s. 6d. holders of College diplomas; £1. 1s. others. (d) Preceptors, Westcent, London. (e) Central 4875. (f) April 1, 1922, at office. Mr. G. Chalmers, Bloomsbury Square, W.C.1.

Colonial Institute, Royal.

14,853. £3. 3s. and £1. 11s. 6d. (c) *United Empire*. (d) Recital Westrand, London. (e) Regent 4940. (f) April or May. Mr. G. M. Broughey, O.B.E., Northumberland Avenue, W.C.2.

Commerce, Faculty of Teachers in.

[Fellows, F.F.T.Com.; Associates, A.F.T.Com.] 800. From 10s. 6d. to £1. 1s. (c) *Teacher in Commerce*. Mr. H. H. Jones, A.C.I.S., 120 Portland Street, Manchester.

Commercial Teachers, The Incorporated Society of.

[Fellow, F.C.T.; Associate, A.C.T.] 200. 12s. 6d. (c) *The Commercial Teacher*. (e) City, Manchester 188. (f) June 5, Southport. Mr. T. Booth Brown, 63 Deansgate Arcade, Manchester.

Commissioners of Education in Ireland for Endowed Schools.

Mr. Stanislaus Murphy, LL.B., 33 St. Stephen's Green, Dublin.

Conference of Educational Associations.

To afford an annual opportunity for various education societies to meet and confer. Any association, the objects of which are educational, is eligible for affiliation. Affiliated associations, 51. According to the number of members, i.e. not exceeding 1,000, £1. 11s. 6d., over 1,000, but not exceeding 2,000, £2. 12s. 6d., over 2,000, £3. 13s. 6d. (e) Museum 1950. (f) January 1923. The Conference Secretary, 9 Brunswick Square, W.C.1.

County Councils Association.

(c) *Own Official Gazette*. (d) Combined, Churton, London. (e) Victoria 299. (f) March 29, 1922. Mr. S. M. Johnson, 84 Eccleston Square, S.W. 1.

Cruelty to Animals, Royal Society for Prevention of.

5,000. £1. 1s. (e) *Animal World*. (d) Cruelty, London. (e) Gerrard 5433. Capt. E. G. Fairholme, O.B.E., 105 Jermyn St., S.W.1.

Cruelty to Animals, The Scottish Society for Prevention of.

2s. 6d. (e) Central 2194. (f) January, Edinburgh. Mr. Archibald Langwill, C.A., 19 Melville St., Edinburgh.

Cruelty to Children, National Society for Prevention of (Incorporated).

(c) *The Child's Guardian*. (d) Childhood, Westrand, London. (e) Gerrard 872. (f) May 30. Mr. R. J. Parr, O.B.E., Leicester Sq., W.C. 2.

Dalcroze Eurhythmics, London School of.

(d) Eurhythm, Westcent, London. (e) Museum 2294. Mr. Percy B. Ingham, B.A., 23 Store Street, W.C.1.

Dalcroze Society of Gt. Britain and Ireland.

300. 5s. (d) Eckhard, Didsbury. (e) Didsbury 122. (f) January. Mrs. M. L. Eckhard, Broome House, Didsbury.

Dalton Association.

Entrance, 10s.; annual, due 1923, 5s. (e) Western 5284. Miss Rennie, 35, Cornwall Gardens, Kensington, S.W.7.

Deaf, National College of Teachers of.

407. 8s. (c) *Teacher of the Deaf*. Mr. A. F. Boyer, School for the Deaf, Versailles Road, Anerley, S.E.20.

Deaf, Teachers of the, National College of, Incorporated, Scoto-Irish Branch.

71. 10s. (c) *Teacher of the Deaf*. (e) Langside 162. (f) March. Mr. Donald L. McIntoch, Institution for the Deaf and Dumb, Glasgow.

Decimal Association, The.

£1. 1s. (c) *Decimal Educator*. (d) Affront, Ave, London. (e) Central 2250. Mr. E. Merry, 229/231 Finsbury Pavement House, 120 Moorgate, E.C.2.

Dental Board of the United Kingdom.

(c) *Own Regulations*. (d) Dentibord. (e) Langham 2501. (f) May, at Office. Mr. Norman C. King, 44 Hallam Street, W.1.

Directors and Secretaries for Education, Association of.

216. £2. (f) January 1923, London. Mr. F. H. Toyne, M.A., 54 Old Steine, Brighton.

Domestic Studies, National Council for.

(e) Rusholme, Manchester 446. (f) October, London. Examination Secretary, Miss K. M. Buck, 70 Hastings House; 10 Norfolk St., Strand, W.C.2.

Domestic Subjects, Association of Teachers of.

1870. 10s. 6d. (f) May, Liverpool. Miss K. Mildred Buck, 70 Hastings House; 10 Norfolk St., Strand, W.C.2.

Drawing in Primary and Central Schools, Association of Teachers of.

80. 2s. 6d. (f) March (1st week), London Day Training College, Southampton Row, W.C.1. Mr. Leonard McFarlane, 38A Hazeldon Road, Crofton Park, S.E.4.

Drawing Society, The Royal. Incorporated 1902.

(d) Roydrasoc Vic, London. (e) Victoria 5933. (f) Jan. 1923. Miss E. Rust, 50 Queen Anne's Gate, Westminster, S.W.1.

Duty and Discipline Movement.

To combat indiscipline in the national life. The Parents' Advisory Bureau helps parents who require advice concerning "difficult" children. 1,000. 5s. (c) *Law and Order*. (d) 21 Citizenry, Churton, London. (e) Victoria 5661. (f) June. Mr. Charles Montgomerie, 59 Doughty Street, W.C.1.

Education Authorities in Scotland, Association of.

38 (the whole of the Authorities in Scotland). (e) Edinburgh (Central) 2020. (f) May, no fixed place. Mr. W. H. Mill, Solicitor Supreme Courts, 58 Castle St., Edinburgh.

Education Committees (England and Wales), Association of.

260. 3 to 19 guineas. (e) Liverpool, Bank 1368. (f) Sheffield, June 8 and 9, 1922. Mr. Frank J. Leslie, 34 Castle St., Liverpool.

Education Committees, Wales and Monmouthshire, Federation of.

25. £2. 2s. to £8. 8s. (e) Cardiff 2663, Aberdare 101. (f) May 1922, Llandrindod Wells. Mr. J. J. Jackson, B.A., Director of Education, Cardiff, and Mr. T. Botting, B.A., B.Sc., Director of Education, Aberdare.

Education Guild, The.

To promote co-operation and facilitate interchange of opinion among all persons interested in the study and practice of education. Minimum 10s. (e) Museum 1950. (f) First week January. Miss G. Morris, 9 Brunswick Square, W.C.1.

Education in Industry and Commerce, The Association for the Advancement of.

For the encouragement of definite educational work in industrial and commercial undertakings. 70 (chiefly firms). Associated firms, £5. 5s.; individuals, £3. 3s. (c) *Proceedings*. (f) June 14 to 16, 1922, Glasgow. Mr. R. W. Ferguson, B.Sc., 36 Linden Rd., Bournville, Birmingham.

Educational Handwork Association.

4,500. 5s. (c) *Educational Handwork*. (f) May 20, 1922, Leeds. Mr. Wm. Osborn, 24 St. Ives Grove, Armley, Leeds.

Educational Institute of Scotland.

For those engaged in teaching in Scotland. [Fellow, F.E.I.S.; Associate, A.E.I.S.] 23,523. 22s. 6d. (c) *Scottish Educational Journal*. (d) Institute. (e) Central 9416. (f) Sept. 16, 1922, Edinburgh. Mr. George C. Pringle, M.B.E., M.A., F.E.I.S., 47 Moray Place, Edinburgh.

Educational Institutions, The Union of.

150. (d) Educate, Dorridge. (e) Knowle 60. (f) October 21, 1922. Mr. W. J. Harris, F.C.I.S., Arden Rd., Dorridge, Birmingham.

English Association, The.

To promote the due recognition of English as an essential element in the national education. 3,750. 7s. 6d. Life £5. (c) *Own Bulletin*. (f) May 26 and 27, 1922. Mr. A. V. Houghton, 4 Buckingham Gate, S.W.1.

Esperanto Association, British (Incorporated).

[Fellow, F.B.E.A.] 1,500. 10s. (c) *British Esperantist*. (d) Esperanto, Westcent, London. (e) Museum 617. (f) Whit-sun, London. Mr. Montagu C. Butler, L.R.A.M., 17 Hart St., London, W.C.1.

Ethological Society.

For the study of character. £2. 2s. (c) *Ethological Journal*. (d) Psychiatrist, London. (e) Langham 2935. (f) Nov. 1922, at Royal Sanitary Institute. Mr. F. E. Sargant, 57 Wimpole St., W.1.

Eugenics Education Society.

Study of problems affecting racial progress and racial deterioration. £1. 1s. and 5s. (c) *Eugenics Review*. (e) Holborn 5797. Mrs. Charles Green, 11 Lincoln's Inn Fields, W.C.2.

- Federal Council of Associations of Teachers in Bristol, Gloucestershire, Somerset, and Wiltshire.
36. £1. 1s. (f) March 1922, University of Bristol. Mr. E. J. Holmyard, B.A., M.R.A.S., Clifton College, Bristol.
- Francis Holland (Church of England) Schools.
Miss A. C. Stanier, Clarence Gate, N.W.1.
- Friends, Central Education Committee of the Society of.
(1) General Education: C. E. Stansfield, M.A., 94 Northcourt Avenue, Reading. Tel. 738. (2) Sunday Schools and Children's Work [formerly the Friends' First-day School Association (founded 1847)]: S. A. Warner, Devonshire House, 136 Bishopsgate, E.C.2. Tel. City 8631. (c) *Teachers and Taught*. (3) Adult Education: R. Davis, 23 Fox Hill, Selly Oak, Birmingham. Tel. 8 Selly Oak.
- Friends' Guild of Teachers.
290. 7s. 6d. (f) January 1923. Mr. Richard B. Graham, B.A., Leighton Park School, Reading.
- Froebel Educational Institute, The Incorporated.
Training College for Teachers, Kindergarten and School.
(e) Hammersmith 1496. Mr. Arthur G. Symonds, M.A., Colet Gardens, Talgarth Road, West Kensington, W.14.
- Froebel Society and Junior Schools Association. (Founded 1874.)
3,000. 7s. 6d. (c) *Child Life*. (e) Museum 615. (f) January 1923. Miss Mary Geraldine Ostle, 4 Bloomsbury Sq., W.C.1.
- Froebel Union, National.
Examinations for Teachers of children under twelve. (e) Museum 5036. Miss H. M. C. Coutts, B.Sc., Norwich House, Southampton Street, Bloomsbury, W.C.1.
- Future Career Association.
400. £2. 2s. (c) *Monthly Notifications*. (d) Fucasson, Earls, London. (e) Kensington 2951 and 2952. Mr. D. W. Hughes, Roland House, South Kensington, S.W.7.
- Garton Foundation, The. Secretary for Educational Research: Mr. Lance G. E. Jones, 16 St. Margaret's Road, Oxford.
- Geographical Association.
4,200. 5s. (c) *Geographical Teacher*. (d) Fleure University, Aberystwyth. (f) Jan. 1923, London. Dr. H. J. Fleure, 1 Marine Terrace, Aberystwyth.
- Geographical Association, Irish Branch.
71. 6s. (c) *Geographical Teacher*. (e) Rathmines 374. (f) June, Dublin. Mr. G. J. T. Clampett, Rathmines Municipal Technical Institute, Dublin.
- Geographical Society, Royal.
5,400. £3, £5 entrance fee. (c) *Geographical Journal*. (e) Kensington 2648. (f) May 29, 1922, Aeolian Hall. Mr. Arthur R. Hinks, C.B.E., F.R.S., Kensington Gore, S.W.7.
- Geographical Society, Royal Scottish.
[Fellow, F.R.S.G.S.] £1. 1s.; entrance fee, £1. 1s.; Teacher Associate members, 10s. 6d. (c) *Scottish Geographical Magazine*. (d) Geography, Edinburgh. (e) Central 1720. (f) November. Mr. Geo. G. Chisholm, M.A., B.Sc., Synod Hall, Castle Terrace, Edinburgh.
- Gilchrist Educational Trust. (e) Central 5928.
Dr. A. H. Fison, 1 Plowden Buildings, Temple, E.C.4.
- Governesses' Benevolent Institution (Incorporated by Royal Charter).
(e) Central 3121. Mr. A. Wesley Dennis, 5 Arundel St., Strand, W.C.2.
- Governesses' Benevolent Society of Scotland.
Assists governesses in temporary difficulties. Has residence and registry at 10 Gloucester Place, Edinburgh. Mr. C. E. W. Macpherson, C.A., 6 N. St. David St., Edinburgh.
- Graduates, University of Wales, Guild of.
4,147. Membership is obtained by admission to a degree of the University. (f) July, Aberystwyth. F. E. Rees, B.Sc., University Registry, Cathays Park, Cardiff.
- Grammatical Reform, Standing Committee on.
To promote the use of uniform terminology for all languages. Miss Edith Hastings, 180 Elm Park Mansions, S.W.10.
- Guild of Education as National Service.
To promote reforms in education for life and citizenship as the basis of all social progress. 5s. Miss Margaret Frodsham, B.Sc., 56 Russell Sq., W.C.1.
- Guildhall School of Music.
(d) Euphonium, Fleet, London. (e) Central 4459. Mr. H. Saxe Wyndham, John Carpenter Street, Victoria Embankment, E.C.4.
- "Hands across the Seas."
A Movement of Empire and Education, under the auspices of the Government of the Dominion of Canada, the Government of Newfoundland, and the Departments of Education of Manitoba, British Columbia, Nova Scotia, Saskatchewan, Alberta, Quebec, New Brunswick, Ontario, Natal, Victoria, Western Australia, New South Wales. 1150. One dollar. (c) *Own Magazine*. Captain Fred A. Ney, Education Department, Winnipeg, Manitoba.
- Head Masters' Conference.
To discuss educational questions which affect schools in close connexion with Oxford and Cambridge Universities. 145 (including 15 Overseas Dominions Schools). £1. 1s. (c) *Own Bulletin*. (d) 52 Temple. (e) Central 251. (f) January 1923. Mr. W. A. Bulkeley-Evans, O.B.E., 5 Paper Buildings, Temple, E.C.4.
- Head Masters, Incorporated Association of.
750. £1. 11s. 6d. (c) *Own Review*. (e) Museum 658. (f) January 1923. Mr. R. F. Cholmeley, Owen's School, London, E.C.1; and Mr. W. Jenkyn Thomas, Hackney Downs School, Clapton, London, E.5. 29 Gordon Sq., W.C.1.
- Head Masters of the Endowed Schools in the Midland Counties, Association of the.
90. 10s. on entrance. (f) March. Mr. R. Dickinson, Grammar School, Halesowen.
- Head Mistresses' Association (Incorporated 1896).
460. £2 (minimum). (e) Museum 658. (f) June 9 and 10, 1922, Lady Eleanor Holmes' School, Hackney. Miss Ruth Young, 29 Gordon Square, W.C.1.
- Head Mistresses' Association, The Yorkshire.
[Senior Mistresses of mixed schools eligible.] 62. 7s. 6d. (Leeds members, 10s.). Miss A. T. Scott, Girls' Grammar School, Bingley.
- Head Mistresses of Public Secondary Schools in the Administrative County of London, Conference of.
50. 2s. 6d. (e) Putney 1079. Miss R. E. Hewetson, M.A., Putney High School, S.W.15.
- Head Teachers, National Association of.
7,200. 4s. (c) *Head Teachers' Review*. (f) June 6-9, Northampton. Mr. H. J. Jackson, Seymour Rd., West Bridgford, Nottingham.
- Hellenic Studies, Society for the Promotion of.
1,600 + 300 subscribing libraries. £1. 1s. (c) *Journal of Hellenic Studies*. Burlington House. Mr. John Penoyre, C.B.E., 19 Bloomsbury Sq., W.C.1.
- Historical Association, The.
4,000. 5s. (c) *History*. Miss Penson, 22 Russell Sq., W.C.1.
- Historical Association of Scotland.
200. 5s. (f) Nov. 20, 1922. Mr. W. R. Cooper, M.A., George Watson's College, Edinburgh.
- Historical Society, Royal.
£2. 2s. (c) *Own Transactions*. Mr. H. E. Malden, M.A., 22 Russell Sq., W.C.1.
- Historical Teaching, Advanced, Fund for.
Mr. H. R. Tedder, Athenæum Club, Pall Mall, S.W.1.
- Holiday Fellowship, Ltd., The. The Healthy Enjoyment of Leisure.
(c) *Over the Hills*. (d) Fellowship, Conway. (e) Conway 65. Mr. T. Arthur Leonard, Bryn Corach, Conway, N. Wales.
- Home and Colonial School Society.
(d) Principal Thomas, M.A., J.P., Wood Green. (e) Tottenham 1736. (f) May, 1922. Rev. T. Wellard, B.A., B.D., Wood Green, N.22.
- Home for French Governesses.
(e) Paddington 7161. Mme H. Bertot, 18 Lancaster Gate, W.2.
- Home-Reading Union, National.
For the encouragement of systematic reading at home. 6,000. 2s. 6d. upwards. (c) *Home-Reading Magazine*. Miss Jeanie I. Swanson, 12 York Buildings, Adelphi, W.C.2.
- Horticultural Society, Royal.
[Fellow, F.R.H.S.] 16,500. 1, 2, or 4 guineas. (c) *Own Journal*. (d) Hortensia, Sowest, London. (e) Victoria 5363. Mr. W. R. Dykes, M.A., L. es L., Vincent Sq., Westminster, S.W.1.
- Industrial Welfare Society.
600. £5. 5s. (c) *Industrial Welfare*. (e) Victoria 6442 and 9563. (f) Nov. or Dec., at office. Rev. Robert R. Hyde, 51 Palace Street S.W.1.
- Inspectors of Schools and Educational Organizers, National Association of.
182. £1. 1s. (f) April, London Day Training College. Mr. Marshall Jackman, Willmar, New Barn, Longfield, Kent.
- Institut Français du Royaume Uni.
652. £1. 1s. to £5. 5s. (e) Kensington 5772 and 5911. Mlle Michaut, 1-7 Cromwell Gardens, S.W.7.
- Intermediate Education Board for Ireland.
(d) Intermediate, Dublin. (e) Dublin 1533. Assistant Commissioners of Intermediate Education, 1 Hume St., Dublin.
- International Council of Women. (Education Committee.)
(d) Unitera Vic., London. (e) Hampstead 8117. (f) May 1922, The Hague; October 1924, Edinburgh. Mrs. Ogilvie Gordon, D.Sc., White Lodge, 34 Abbey Road, London, N.W.8.
- International Education Bureau, The.
Les Roches, Verneuil (Eure), France.
- International Guild.
6 rue de la Sorbonne, Paris.

- International Student's Bureau, The.**
To devise simplified and efficient methods of work for students.
(c) Museum 3367. Victor Russell, B.A., 56 Russell Sq., W.C.1.
- Ireland. Association of Secondary Teachers.**
To safeguard rights of lay Secondary Teachers. 300. £2. 10s. in 10 monthly payments of 5s. (c) *Irish School Weekly*.
(d) Burke, Teachers, Dublin. (e) Dublin 2917. (f) July, 1922, Dublin. Mr. T. J. Burke, General Secretary, 9 Gardiner's Place, Dublin.
- Irish Schoolmistresses, Central Association of.**
70. 5s. (f) April 8, 1922, Alexandra College, Dublin. Miss L. O. Kowlette, B.A., 55 Fitzwilliam Square, Dublin.
- Irish Technical Instruction Association.**
69 Committees. £2. (f) June 6, 7, 8, Dublin. Mr. P. J. O'Neill, Courthouse, Maryborough.
- Jewish Women, Union of.**
To assist educated Jewesses, to advise and help them to train through loans, to place them, &c. 1,120. 5s. (minimum).
(c) Pad. 352. Miss Kate Halford, 4 Upper Gloucester Pl., N.W.1.
- Joint Agency for Women Teachers.**
(d) Docentia (phone) London. (e) Museum 729. Registrar, Miss Alice M. Fountain, Oakley House, Bloomsbury St., W.C.1.
- Joint Scholarship Board, instituted by the Incorporated Association of Head Masters.**
63. (e) Museum 658, Ex. 6. (f) 3rd Friday, February, April, July, October. Dr. G. Perrie Williams, M.A., D.Litt., 29 Gordon Square, W.C.1.
- Joint Scholastic Agency.**
(d) Educatorio, Holb., London. (e) Museum 3217. Mr. E. A. Virgo, 9 Brunswick Square, W.C.1.
- King Alfred School Society, The Promotion of Co-Education.**
120. £1. 1s. (c) *Own Magazine*. (f) November 1922, at School. Miss P. M. Beddall, King Alfred School, North End Road, N.W.11.
- Lancashire and Cheshire Institutes, Union of.**
A federation of the Education Committees of Lancashire, Cheshire, Derbyshire, Westmorland, and the Isle of Man.
(d) Institutes, Manchester. (e) City 6959. (f) September 29, 1922, Macclesfield. Mr. John T. Coles, F.C.I.S., 33 Blackfriars St., Manchester.
- Latin Teaching, Association for the Reform of.**
150. 5s. (c) *Latin Teaching*. Mr. N. O. Parry, 4 Church Street, Durham.
- League of Nations Union.**
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THE GEDDES COMMITTEE REPORT.

RECOMMENDATIONS AND CONCLUSIONS.

THE Report recommends:—

ELEMENTARY EDUCATION.

1. That grants in aid should not exceed an amount equivalent to the statutory obligation of 50 per cent. of the sums expended by local education authorities. (Present grant about 55 per cent.)
2. That children under the age of six be excluded from the schools.

(Continued on page 184.)

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It is estimated that the carrying out of these proposals would effect a reduction in anticipated expenditure by local education authorities, in 1922-3, of £13,729,000 as follows :

	Anticipated Expenditure.		Suggested. Expenditure.
Teaching cost	£44,975,000	...	£36,000,000
Loan charges	3,146,000	...	3,146,000
Special services	3,910,000	...	3,000,000
Administration and other expenditure ...	14,844,000	...	11,000,000
	£66,875,000		£53,146,000

This, under the strict application of the 50 per cent. grant obligation, would represent, in round figures, a saving to the tax-payer of £10,000,000, and to the rate-payer of £3,700,000.

HIGHER EDUCATION.

Secondary Schools.

7. That the number of free places should be limited to 25 per cent.
8. A substantial increase in fees.
9. The limitation of secondary education to pupils who show ability and industry.
10. A revision of the Grant list. It is suggested that schools which could hardly be considered as requiring State aid are now receiving assistance from rates and taxes.
11. A revision in the classification of schools. The Report suggests that the practice of disbursing direct grants to schools not fully controlled by the local education authorities should cease, and that in future no grant should be made to such a school, except through the local authority as an intermediary.

Technical Schools (including Continuation Schools).

12. The postponement of progressive development.

Training of Teachers.

13. A reduction in the number of students in training to become teachers.
14. A closer approximation of fees to the actual cost.

Aids to Students.

15. A review of the grant on behalf of local expenditure on maintenance allowances to ex-elementary pupils continuing their education at secondary schools.
16. That the recently introduced State scheme of scholarships at the universities should cease.

If the recommendations with regard to higher education are carried out, the estimated saving will be :

To the tax-payer	£3,500,000.
To the rate-payer	2,500,000.

Miscellaneous Expenditure.

17. A reduction in the expenditure on museums.
18. Further staff economies as regards the Board's administration and inspection.

TEACHERS' PENSIONS.

19. That teachers' superannuation should be placed on a contributory basis. It is suggested that a full inquiry should be held, and that meanwhile a 5 per cent. levy should be paid by the teachers.

GRANTS TO UNIVERSITIES AND COLLEGES.

20. The carrying out of the Treasury notification that the total Grant would be reduced to £1,200,000 is regarded as satisfactory.

SUMMARY OF CONCLUSIONS.

(As given in the Report.)

As a result of our consideration, we are of the opinion :—

(1) That of recent years the national expenditure on education has far exceeded what the country can at present afford. The cost of elementary and secondary education *per pupil* has increased unreasonably. The incidence of cost has been transferred increasingly from the local rate-payer to the tax-payer, and this has had the serious effect of decreasing the financial responsibility of those who actually spend the money. The Board of Education Vote has since 1918-19 grown from £19,000,000 to £50,000,000.

(2) That children should not be taken into State-aided schools until they have reached the age of six.

(3) That the cost of teaching must be brought down by the local authorities, and that the only way to effect this is to tell each local authority how much money it can have, and leave it to the local authority to reap thereafter the full benefit of any economies it may make, and we have suggested ways in which we think that such economies can be made. We are impressed by the position of impotence of the Board of Education in either controlling expenditure or effecting economies, once the policy has been determined. There is no doubt, on the other hand, that local authorities have been urged into expenditure upon a scale which they would not have contemplated if left free.

(4) That the grants for secondary education are providing State-aided or free education to a class which can afford to pay an increased proportion or even the full cost of education, and that children whose mental capabilities do not justify this higher and much more costly education are receiving it. We wish to make it clear that we do not recommend any serious reduction in free secondary education, but suggest that it should be confined to children whose mental calibre justifies it and whose parents cannot afford to pay for it.

(5) That as regards higher education generally and scholarships, the expenditure is in excess of the nation's ability to pay, and must be reduced.

(6) That the estimates for the Board of Education for the year 1922-23 should be reduced from £50,600,000 to £34,500,000 (which is approaching twice the 1918-19 provision), a reduction of £16,100,000, which, with the automatic reductions in Scotland, will yield £18,000,000, and we recommend that whatever proportion of the reduced sum is to be paid to local authorities should be so allotted by the Board of Education that the vicious results of the percentage grant system shall be terminated forthwith.

(7) That the question of superannuation of teachers should be examined, and we suggest that this should be put upon a contributory basis. We view with alarm the liability under this head which is accruing, and which, we are told, may well amount ultimately to £12,000,000 per annum.

We have suggested that a 5 per cent. contribution on salaries should be made by teachers, which would have an immediate effect upon the Exchequer, but the whole question should be gone into forthwith before the growth of vested interests makes it incapable of modification.

FINANCIAL EFFECT OF RECOMMENDATIONS.

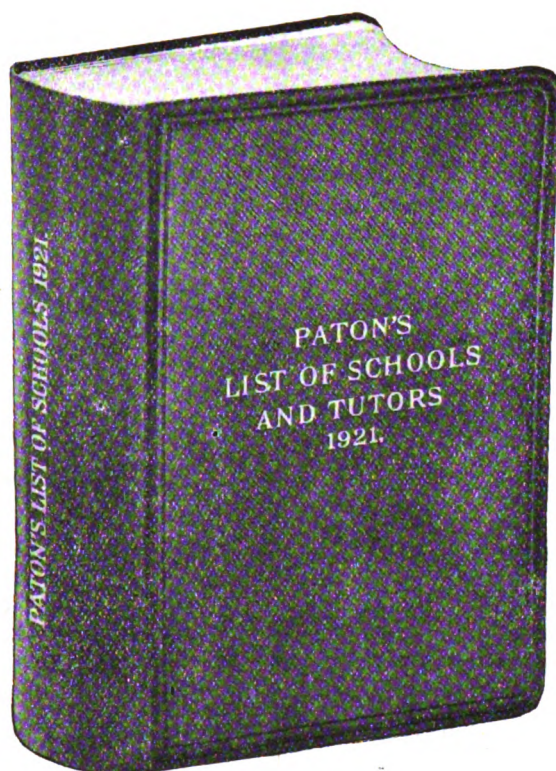
Our suggestions on different portions of the Vote would produce the following result :—

Grant for elementary education	£26,573,000
Grant for higher education	6,050,000
Miscellaneous expenditure	4,055,000
	36,678,000
Deduct superannuation contributions	2,000,000

Net total £34,678,000

This figure compares with the Board's estimate of £50,600,000. It may be added that there would be a consequential saving of £2,000,000 on the Vote for the Scottish Education Department, making a total reduction on these Votes of £18,000,000.

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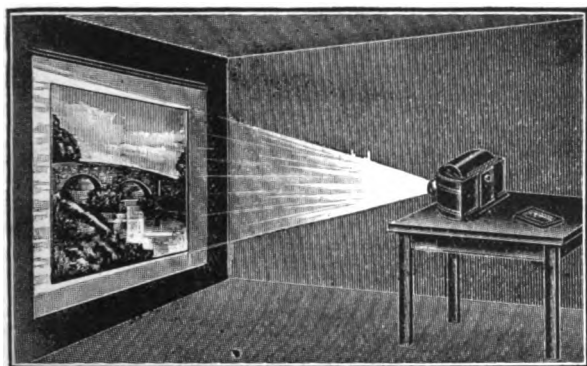
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ELOCUTION EXAMINATIONS

will be held at certain fixed Centres in June-July,
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**A LIST OF SCHOOLS
will be found on page 195.**

TRAINING COLLEGES and Technical Schools.

See also pages 189-195, 227, 229, 240 ; [Halls of Residence] 190, 240, 244 ;
[Physical Training] 191, 193, 217 ; [Scholarships] 194, 195

ST. MARY'S COLLEGE, 34 LANCASTER GATE, W. 2.

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Head Mistress: Miss RUTH W. FREER, Honour School of Modern History, University of Oxford; Diploma in Pedagogy, University of London.

This College gives Professional Training to women who intend to teach in Intermediate and Secondary Schools and in Kindergarten and Preparatory Departments. It is recognized by the Scottish Education Department and the Cambridge Teachers' Training Syndicate, and prepares Students for the Certificates of the Scottish Education Department and the Cambridge Teachers' Certificate.

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Certain bursaries are available and there is a Loan Fund.

Prospectus and further particulars from the HEAD MISTRESS.

THE INCORPORATED FROEBEL EDUCATIONAL INSTITUTE.

COLLEGE FOR TEACHERS:
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Prospectuses and particulars as to Scholarships and Grants from the Board of Education may be obtained from the PRINCIPAL.

Girls' Public Day School Trust, Limited.

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THE Training Departments in connexion with this School and the Examinations for which students are prepared are as follows:

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For dates and particulars apply to THE SECRETARY.

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The Secretary, Miss D. H. BEATSON,
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HOUSEHOLD AND SOCIAL SCIENCE DEPARTMENT (King's College for Women, University of London), Campden Hill Road, W. 8. For Resident and Non-resident Students. Dean: Miss LANE-CLAYTON, M.D., D.Sc., J.P.

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Three Years' Diploma Course of University Standard. The training afforded to students at this College enables them to secure appointments of the Highest Standard. Students are admitted in September only, and at present applications should be made twelve months in advance.

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Training strictly Swedish. Preparation for the Examinations of the Ling Association and the Incorporated Society of Trained Masseuses.

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The Association is an Examining Body for Teachers of Physical Training.

SPECIAL Examinations for the Elementary School Teachers' Certificate for Physical Training are held.

Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Secretary, Mr. T. WILLIAMS.

Educational Authorities and Principals of Colleges and Schools requiring fully qualified Teachers of Physical Training should apply to the Secretary.

THE LING ASSOCIATION.

(And Affiliated Gymnastic Societies.)

FOUNDED 1899.

Offices: 10 Mecklenburgh Square, London, W.C. 1.

EXAMINATIONS held for Teachers' Diploma in Swedish Educational and Medical Gymnastics.

The Association keeps a list of certificated Gymnastic and Games Mistresses, and Medical Gymnasts—and publishes "Good and Bad School Postures," 5s.; Net Ball Rules, 4d.; Game of Net Ball and How to Play it, 1s.; Rounders Rules, 4d.; Scandinavian Dances, 3d.; Music to Dances, 9d. All post free. For these, and Terms of Membership, Conditions of Examinations, Entrance Forms, Syllabus, &c., applications should be made to the Hon. Secretary, Miss MARY HANKINSON.

PHYSICAL TRAINING COLLEGE.

QUEEN ALEXANDRA HOUSE GYMNASIUM,
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EDUCATED GIRLS TRAINED as TEACHERS of Educational and Remedial Gymnastics, Games, Dancing, Swimming, Fencing. Preparation for Public Examinations, The Chartered Society of Massage and Medical Gymnastics, &c.

THE BERGMAN OSTERBERG
PHYSICAL TRAINING COLLEGE, Kingsfield, Dartford Heath, Kent.

See advertisement on page 191.

The following sections will be found on the pages indicated:—

Agencies, 189, 191, 233, 239 to 247; A List of Schools, 195; Apparatus, 211, 217, 235; Book Lists, 213, 215, 237, 238; For Sale, 227 (See also Agency Notices); Halls, 190; Heating, 213; Medical Schools, 243; Memorials, 229, 238; Music, 191, 213; Official, 190; Physical, 191, 193, 217; Scholarships, 194 and 195; School Supplies, 213, 229, 233; Science, 231; Summer Schools, 215, 229, 235, 237; Speech Training, 191; Training Colleges, 189 to 195, 227, 229, 240.

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES.

ALDENHAM SCHOOL, NEAR ELSTREE, HERTS.—ENTRANCE SCHOLARSHIPS.—An Examination will be held on June 1 and 2, 1922, for Scholarships tenable for two years and open to boys under 15 on May 1—namely, one Alfred Smith Scholarship of £50, about four Junior Platt Scholarships of £40. Assistance, by partial remission of tuition fees, may be given at the discretion of the Governors to scholars and other boys showing promise in cases where need of such assistance exists. Application should be made at the time of entry. Further particulars may be had from the HEAD MASTER.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford in March, 1923, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BISHOP'S STORTFORD COLLEGE. ENTRANCE SCHOLARSHIP EXAMINATION.—AN EXAMINATION is held annually in June, when SCHOLARSHIPS, EXHIBITIONS, and BURSARIES, varying from £50-£10, are offered.—Apply to the Head Master, Mr. F. S. YOUNG, M.A.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination will be held June 6-7 to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CHELTENHAM COLLEGE.
TWELVE SCHOLARSHIPS AND EXHIBITIONS (not open to members of College or Junior School). These include five of £80 (one increased to £100 for special merit); "James of Hereford" Scholarship of £35 for boys born, or brought up, in Herefordshire; R.A.M.C. Scholarship of £50 (preference to sons of fallen officers). Awards made for all-round excellence, or special proficiency in any main subject. A Preliminary Examination will be held at the Candidate's School on Tuesday, May 23, and the Final Examination for Selected Candidates at Cheltenham on Wednesday and Thursday, May 31 and June 1.—Apply BURSAR, CHELTENHAM COLLEGE.

DULWICH COLLEGE.
SCHOOL SCHOLARSHIPS are open for competition in May. Candidates for the Senior Scholarships must be under 17. Candidates for the Junior Scholarships must be under 13. Full particulars and entrance forms may be obtained on application to the SCHOOL SECRETARY, Dulwich College, S.E. 21.

SCHOLARSHIPS.
FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in April. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C.1.

FRAMLINGHAM COLLEGE, SUFFOLK.

PUBLIC SCHOOL. Incorporated by Royal Charter. Head Master: F. W. STOCKS, M.A. Inclusive Fees, £57 to £66 per annum. Modern Laboratories and Workshops.
EXAMINATION FOR ENTRANCE SCHOLARSHIPS in March.
Illustrated prospectus and full particulars on application to the HEAD MASTER or the SECRETARY.

GIGGLESWICK SCHOOL.—THREE SCHOLARSHIPS will be offered in June of the value of £70, £40, and £30.—Further details from THE BURSAR, Giggleswick School, Settle, Yorks.

GRESHAM'S SCHOOL, HOLT, NORFOLK.

ANNUAL SCHOLARSHIPS EXAMINATION.
JUNE 7TH AND 8TH.

ENTRIES received not later than 13th May. Apply to the HEAD MASTER.

GUY'S HOSPITAL MEDICAL SCHOOL.

OPEN ENTRANCE SCHOLARSHIPS.

TWO OPEN ENTRANCE SCHOLARSHIPS, each of the value of £100, will be awarded, one in ARTS and one in SCIENCE, in September, 1922.

AN OPEN WAR MEMORIAL SCHOLARSHIP, of the value of £200, will be awarded in SCIENCE in September, 1922.

GUY'S HOSPITAL DENTAL SCHOOL.

OPEN ENTRANCE SCHOLARSHIPS.

AN OPEN WAR MEMORIAL SCHOLARSHIP in ARTS, of the value of £40 per annum for four years, will be awarded in September, 1922.

AN OPEN ENTRANCE SCHOLARSHIP in SCIENCE, of the value of £40 per annum for not more than four years, will be awarded in September, 1922.
Full particulars of the conditions and copies of previous Examination papers can be obtained from the DEAN, Guy's Hospital Medical School, London, S.E. 1.

HEREFORD CATHEDRAL SCHOOL.

AN ancient Public School of 140 boys, offering great advantages to University Candidates. Leaving Scholarships annually. B.N.C., Oxford, £70 (sometimes two); St. John's College, Cambridge, £50, £40; also Leaving Exhibitions, £50, tenable with one of the foregoing.

Seven or eight Entrance Scholarships, ranging from £90 downward to be offered in June, 1922. Boating: O.T.C. Summer Term begins on May 5. Vacancies. For further information apply to Dr. J. H. E. CREES, Head Master.

KENSINGTON HIGH SCHOOL (G.P.D.S.T.)

MUSIC TRAINING DEPARTMENT.

Admission in September, January, and May.

THREE SCHOLARSHIPS awarded annually.

For information apply to the HEAD MISTRESS, Kensington High School, St. Alban's Rd., Kensington, W.8.

KING'S SCHOOL, CANTERBURY.—ENTRANCE and KING'S SCHOLARSHIPS. Some FIFTEEN SCHOLARSHIPS each June and November. For particulars apply to Head Master—A. LATTER, M.A.

KING'S SCHOOL, BRUTON, SOMERSET.

THIS School, which was founded in 1519, is an endowed Public School in which boys are prepared primarily for University, Army, and Professional Examinations. Three Scholarships (£50, £40, and £30 per annum) tenable in the School, are offered annually in June, and there are two Leaving Exhibitions and one Leaving Scholarship. There is a Junior School for boys under 12. Fees, £80 13s. to £85 15s.—C. H. TREMLETT, M.A., Head Master.

LIVERPOOL COLLEGE FOR GIRLS. Huyton Hall, Huyton, Near Liverpool.—An Entrance Scholarship Examination will be held in May, 1922. A Scholarship of £50 and a Bursary of £30 per annum will be offered. Candidates must be under 14 years of age on May 1, 1922, after which date no entries can be received. For particulars apply to the Head Mistress.

NEWMHAM COLLEGE.—NINE SCHOLARSHIPS, one of £60, and others of £50 and £35, are offered in March on the results of a joint examination with Girton College. A certain number of EXHIBITIONS may also be awarded. Particulars can be obtained from the PRINCIPAL.

POCKLINGTON SCHOOL, EAST YORKS.
Founded 1514 A.D.

ENTRANCE SCHOLARSHIPS in June, when two Scholarships of £50 a year for CLASSICS will be awarded. Age limit 16 on June 1st. Fees £75 a year inclusive. Apply—Head Master, P. C. SANDS, M.A., late Fellow of St. John's College, Cambridge.

ST. JOHN'S SCHOOL, LEATHERHEAD.

—HEAD.—In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 45 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz. Clergy 95 guineas, Laymen 105 guineas per annum. Day-Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, etc. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £45, £35, and £25 per annum. Scholarship examination for 1922 and 1923 on the first Wednesday in July—entries close the last day of June. For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

S. PETER'S SCHOOL, YORK.

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.
Further details from—
S. M. TOYNE, M.A., Head Master.

University of London. University College.

THE SESSION 1922-23 will begin on October 2. Intending students are invited to communicate with the Provost as soon as possible.

ENTRANCE SCHOLARSHIPS.
Examinations will be held, beginning on or about May 2, 1922, for the following Scholarships:—

A.—Tenable in one of the following Faculties—
Arts, Laws, Science, Medical Sciences, and Engineering.

THREE ANDREWS SCHOLARSHIPS, value £30 each.

The Scholars are eligible for Andrews First or Second Year Scholarships at the end of their first and second years.

ST. PANCRASS SCHOLARSHIP, carrying exemption from College Composition Fees.

B.—Tenable in the Faculty of Arts only—
WEST SCHOLARSHIP in English and English History, value £30.

ROSA MORISON SCHOLARSHIP, value £30 a year for three years.

C.—Tenable in the Faculty of Science only—
GOLDSMID SCHOLARSHIP, value £30 a year for three years.

D.—Tenable in the Faculty of Engineering only—
GOLDSMID SCHOLARSHIP, value £30 a year for three years.

Special concessions have been arranged for Candidates who have been on War Service.

Examinations will be held, beginning in June, for the following Scholarships, tenable in the Faculty of Medical Sciences:—

BUCKNILL SCHOLARSHIP, value 135 guineas.

TWO EXHIBITIONS, value 55 guineas each.

Application for full Regulations of the above-mentioned and other Scholarships, or for Prospectuses of the College in all Faculties, or for particulars of Post-graduate and Research work should be made to

WALTER W. SETON, M.A., D.Lit.,
Secretary.

University College, London.
(Gower Street, W.C.1.)

Continued on page 195.

Scholarships—continued.

SHERBORNE SCHOOL.

AN Examination for **ENTRANCE** **SCHOLARSHIPS**, open to Boys under 14 and over 12 years of age on June 1, 1922, will be held early in June. Further information can be obtained from the **HEAD MASTER**, School House, Sherborne, Dorset.

ST. PAUL'S GIRLS' SCHOOL,
BROOK GREEN, HAMMERSMITH, W. 6.

The **NEXT EXAMINATION** for **FOUNDATION** **SCHOLARSHIPS** will take place on Tuesday, Wednesday, and Thursday, July 4, 5, and 6. These Scholarships exempt the Holders from payment of Tuition Fees. Application should be made to the High Mistress at the School. The last day for the registration of Candidates is Friday, June 16.

SOLIHULL SCHOOL, WARWICKSHIRE.

SCHOLARSHIP Examination for boys between 12 and 14 is held annually in June.

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Scholarships—continued.

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Continued on page 240.

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OCCASIONAL NOTES.

MR. FISHER'S speech at Kingston is evidently intended to be reassuring to educationists. But the policy which he outlines will demand searching examination before it can meet with anything like general approval. The preposterous proposal to make a cut of eighteen millions in the education estimates has indeed been defeated. But even now the Government put forward as their policy a cut of six and a half millions, that is to say, they propose to reduce the education estimates by one-eighth. As the Bishop of Manchester has pointed out, this sum is a large one, and if six millions instead of eighteen millions had been mentioned in the first instance, the outcry of protest would probably have been just as insistent. A close scrutiny of Mr. Fisher's speech invites questions which demand very definite replies. The Minister for Education, while agreeing that the method of financing Local Authorities demands the fullest investigation, says that in the meantime the present grant system continues. This is reasonable. But there is to be a certain rationing of Local Authorities. The grants will be related to a total maximum expenditure both for primary and secondary education. This must be considered in connexion with another part of the speech, where the fact is emphasized that the Burnham agreement is one between Local Authorities and Teachers, and not between Teachers and the Government. Authorities which continue to pay upon the allotted scales may count upon the Board honouring its part of the bargain. But the Board does not say to the Authorities, "You must pay upon the scales formulated by the Burnham Committee." If then the grants are reduced, without

this stipulation being made, will not some Local Authorities be tempted to modify the Scales with a view not only to keep within the ration but also to reduce the rates?

IT has been too readily assumed that teachers will consent to a contributory scheme of pensions. It is true, as Mr. Fisher says, that salaries have risen since the passing of the Superannuation Act. But it is undeniable that when the Burnham Scales were accepted, their effect on pension rights was taken into account by the teaching profession, and that therefore the agreed scales are lower than otherwise might have been the case. Moreover, it is decidedly one-sided to suggest that teachers, alone among public servants, should have to contribute towards a pension fund. If the state of the national finances is such that a contributory scheme is necessary, why should this be not applied all round? If the Lord Chancellor will contribute, if every Civil Servant will contribute, if every naval and military officer will contribute, then so will the teacher. But all indications point to vigorous opposition being offered to the discrimination which is apparently contemplated.

MR. FISHER'S pronouncement on the size of classes is unsatisfactory. In more than half the classes in elementary schools the average is already between 40 and 50 pupils; in one-fifth of the classes the average is over 50. In what part of the country are the areas where the staffing arrangements are "on a somewhat lavish scale"? The plain fact is that the classes are too large already and that in many of them efficient teaching is impossible. No decrease in the number of teachers can be reasonably attempted. And if places are not found for the teachers at present in the training colleges there will be a renewed reluctance to enter the teaching profession, and an early return to the alarming shortage of teachers which has been such a disquieting feature of the last few years.

IT is difficult to understand how Mr. Fisher has been able to convince himself of the necessity of suspending the further development of secondary education. Apparently not only is no effort to be made to meet the growing demand for secondary education, but the demand itself is to be stifled by increasing fees. Thus we return to the once-prevalent idea that secondary education is a luxury to be enjoyed only by the few. No educationist can let this pass without protest. Our primary education is largely nullified because it is not followed up by secondary education. If we wish to stop waste we should increase the number of our secondary schools. The years from 14 to 16 are as important in school life as the whole of the years from 7 to 14 put together. There is nothing to prevent the best use being made of these years except the peculiar brand of commercialism with which the education section of the Geddes Report is tainted, and which seems to affect the mentality of so many of our "business" men. We may be, after the war, a disillusioned people; but there is still the determination that our children shall have better opportunities than we had, and there will be resistance to any attempt to make them suffer from the catastrophe which their fathers were powerless to prevent.

THERE is a suggestion in the concluding paragraph of the speech that the good will and confidence of ordinary men and women will be forfeited if teachers fail at this crisis to rise above the level of purely professional interests to an intelligent appreciation of a great national issue. There will be no such failure. But it is the very greatness of the issue which compels teachers not to relax their vigilance. The easy path would probably be to say that if salaries are safeguarded, other "economies" should not be opposed. But the teaching profession is too acutely conscious of its duty to the children to do anything of the kind. They will offer full opposition to making the children pay for the war in any shape or form. Classes should not be enlarged—on the contrary they should be reduced in size at the first opportunity. Medical and dental facilities must not be curtailed. Defective children must be properly cared for. While the educationist may rejoice that the frontal attack on education has for the moment failed, he must be on his guard against those who will attempt to secure the same result by more insidious means. Mr. Fisher's task in combating the attack is not an enviable one, but he possesses in no small degree the confidence of the teaching profession, and he can rely on their earnest co-operation with his efforts.

**The Attitude
of the
Teachers.**

A ROYAL Commission is an expedient for crystalizing a movement of the public mind. It may review a comparatively small area such as is now allotted to the Asquith Commission on Oxford and Cambridge, or it may tackle a vast field of endeavour, such as fell to the lot of the Bryce Commission on Secondary Education. It might be regarded as a study circle *in excelsis*, collecting relevant opinion from all quarters and illuminating this with the ripe experience of the best minds. Problems of education seem to be specially suited to such treatment, for while they include the collection of information of facts, statistical and other, they demand quite as much that these facts shall be set out in the light of large ideas relating to national life and purpose. Obviously, such inquiry and report is needed. The general public is certainly moved by anxiety about the work of schools and colleges; and this interest has been stimulated by action and re-action following on the upheavals of the years 1914 to 1918. First of all the Act of 1918 stimulated hopes and gave promise of ideals to be fulfilled; thereupon the Geddes axe, along with the restrictive policy pursued by the Treasury since 1920 has served as an irritant, creating unrest in every corner of national life where education penetrates. From Government quarters it will probably be pointed out that the duty of inquiry has been allotted by law to the Board of Education, whose officers (partly as the result of the Bryce Commission) are largely concerned with looking into the needs of education up and down the country. The Inspectors in early days were exclusively employed in examining scholars or teachers; they still do this to some extent, but they have more and more assumed the functions of commissioners, and the ablest of them undoubtedly possess a fund of information and experience which the country could not dispense with. But, after all, they are biased. They cannot help being bureaucrats; they have grown up in the system devised by Morant and others since 1902, a system in which, although

**A Royal
Commission on
Education.**

large scope is given to the Local Education Authority, the power of the Board, willy-nilly, has steadily increased.

THE real objection to any such Commission is the vast range which it would have to cover. The Commission would, virtually, have to expound a philosophy of the English people, a view of our evolution since the '70s, when we first set to work to employ schools and colleges as deliberate agents in the control of national destiny. "Who is sufficient for these things?" It would be a fine, "sporting" adventure for the nation to undertake; we say "the nation" for, whoever appointed the Commission, the entire population—those, that is, who really think about national progress—would watch the enterprise from month to month. Even if nothing practical came out of the finding of the Commissioners, the very attempt to undertake so vast a study would serve to quicken national interest in education, and help all who care for education to pursue their mission. On a smaller scale this has already happened in the case of "English" studies. There can be no question that the Committee which Mr. Fisher appointed to deal with that field of study has aroused a most lively interest in all sorts of quarters; what has been done in one corner of the field can—or at least might—be done for the whole.

**The Probable
Effect.**

A MEMBER of the Court of the University of Wales, Councillor G. Arbour Stephens, M.D., who is also a member of the Swansea Education Authority, suggests, in *The Western Mail*, February 24, that all teachers in elementary and secondary schools in Wales should become Civil Servants and be placed under a Civil Education Commission for Wales. His belief is that the centralizing of educational administration and the abolition of local educational authorities would effect great economies in finance. A central office at Swansea (say) would take the place of all the local educational authorities in Wales. As an example of how such an organization would work he quotes the Post Office. Other advantages of such a system, we are told, are the greater choice in selecting teachers, and the "standardization" of their qualifications, the disappearance of local wirepulling in the case of appointments, promotion according to efficiency, the elimination of the uncertificated teacher. Apparently there is some confusion in the mind of Councillor Stephens. The centralization of educational administration does not necessarily mean the adoption of a scheme of Civil Service. You can have the one without the other. While there may be good reasons for creating larger areas for administration purposes the teaching profession will be wise if it shows a profound distrust of the suggestion to convert its teachers into Civil Servants. Not only would the teacher's freedom of action be curtailed but the individuality of schools, one of the characteristics of our educational system, would be seriously undermined. Bureaucracy has shown little evidence of adaptability to the ever-changing demands of education. As a member of a University Court, Councillor Stephens ought to know that education is not like sorting letters and distributing stamps. Here uniformity may be a merit; in education it would be the reverse. We note that the Councillor carefully refrains from suggesting

**Teachers as
Civil Servants.**

that University teachers should be included in his scheme.

WE welcome the birth of the new "Parents' Association," and we think that many Heads of schools will echo this welcome. The only misgivings we have, arise from a fear that the Association may be run on wrong lines. If it is guided by common-sense we have every reason to hope that it will be fruitful of excellent results. But there is a danger of such an organization falling into the hands of cranks and faddists, of people who know nothing of how schools are run, and take no trouble to find out. They look for an entirely utilitarian form of education, without knowing or caring what education, in the fullest sense of the word, is best for their children in the long run. They talk glibly of high fees and fortunes made by schoolmasters, without having the haziest notion of the economics of school-keeping. They theorize on children's health, and, in the holidays, transform a child in the pink of condition into a pasty-faced lump by late hours and injudicious feeding. They write to *The Times* about the dietary of boarding schools, and at home stuff their children with rich dishes and cream buns, so that their digestions are only saved by their return to school where their overloaded stomachs may be given a rest and a change to what is wholesome. If the "Parents' Association" will give such cranks a wide berth, but discuss suggestions with school authorities with common-sense and open-mindedness, it will grow into an association to which schools, parents, and children alike will owe a great debt.

THE organizers of the new "Parents' Association" were a little unfortunate in their choice of the principal speaker at their inaugural meeting. Sir Rennell Rodd leaves us with the impression that by some mischance he devoted too much time at Haileybury to Latin Grammar, which, to use his own words, "created a permanent distaste for any other form of knowledge." To this we must attribute his mistaken impression of present day education. If he looked into a school nowadays and heard the boys of all ages talking on every conceivable subject, games, politics, their own future careers, or anything that comes into their minds; if he took the trouble to see some of the papers set in public school scholarship examinations, the English paper at Winchester for instance; if he studied the Curriculum Report of the Head Masters' Conference, on which many preparatory schools base their teaching; if he did any or all of these things, he would, we believe, have totally different views about education in this country, of which at present he is evidently misinformed, however much he may have studied education on the Continent. He would find, amongst other things, that schoolmasters realize that education includes discipline as well as instruction.

A CIRCULAR (No. 1251, dated February 22nd) issued by the Board of Education, marks a welcome improvement in the position which Manual Training occupies in the educational system of the country and develops the plan adumbrated in Circular 1177. In paragraph 6 of the earlier circular, it was proposed to

introduce such modifications into the syllabuses of the "Certificate" and "Preliminary Certificate" examinations as would, without lowering the general standard, make them more suitable for the special requirements of handicraft teachers. Circular 1251 announces arrangements by which candidates who pass certain handicraft examinations undertaken by the City and Guilds of London Institute are exempted from special groups or subjects in the Board's examination for the Certificate. These show that the Board of Education have studied and, to a large extent, endorse the policy recommended by the National Scheme of Handwork Committee and issued as an interim report by that body of experts.

HITHERTO, one of the weak links in our educational system was that due to the difference in status of "instructor" and "teacher."

When our manual "instructors" become teachers of handicraft, the weak link is strengthened. The Board of Education now seem to recognize that

handwork is an indispensable element in a complete education and that a new conception of the function of instructor is desirable. The fundamental necessity of the new teacher is, obviously, efficiency in some craft: mere empiricism is valueless. This efficiency must involve a real grasp of principle as well as ability to criticize and illustrate a piece of work in all its details, so that knowledge of the psychology of the child mind must be linked with the technique of lesson-giving and a good general education. In practice, Circular 1251 should afford some test of the finished product. But since the training of the future teacher of handicraft must be on the same broad lines as that of any other teacher, and since there must be equality of status and scope if the full educational value of the work is to be developed, we should welcome a further circular suggesting such modifications of the training course as would lead all teachers to give the subject of manual training that sympathetic consideration its importance deserves.

ONE reads the London County Council's Report on Education in the metropolis during 1920 with mixed feelings. Regarded in itself, and apart from the melancholy effects of the financial difficulties which began to disturb the public mind before the close of 1920, the educational work of the Council during that year must extort admiration from the most grudging of critics. In every department "Forward" was the Council's watchword. Most of the new developments received attention in these columns at the time, but it will be useful to recapitulate them briefly. Notwithstanding adverse conditions, too well known to need description, the re-modelling of out-of-date school buildings was vigorously proceeded with; twice as many school journeys were authorized as in any previous year; the whole cost of educational visits was undertaken by the Council; about 150,000 children were enabled to see Shakespeare's plays, suitably staged and acted; school libraries were carefully organized on a definite plan; lectures to teachers were revived with such success that the number of applications to attend rose to 18,500, the highest on record; the number of aided secondary schools rose from 39 to 49; and the day continuation schools made a most promising start.

We can only express the fervent hope that the Council's plans, so well begun but so grievously interrupted, may yet be realized.

THE New York *Nation* which, like its English counterpart, is conspicuous in its depreciation of the quality of "nationality" (unless the nationality happens to be Irish), has an interesting article in its issue of March 1, on "History and International Goodwill," from the pen of Prof. H. E. Barnes, of Clark University. The writer begins by quoting the words of Henry Morse Stephens concerning "the dreadful result of exaggerated nationalism as set forth in the patriotic histories of some of the most eloquent historians of the nineteenth century," and concludes that "the past modes of teaching and writing history have been among the most influential factors in creating belligerent national attitudes and in glorifying the nature and achievements of war." The Germans, he admits, have been the worst offenders in respect of both excessive nationalism and rabid militarism; but he holds that few peoples are wholly innocent. As to our own folk, he considers that "the fact that Kipling is co-author of a much-used English text-book of history would, if it were needed, be a sufficient commentary on the status of the teaching of history in English schools."

PROF. BARNES, however, does not pursue the theme of history teaching in English schools. He devotes the main part of his discourse to the delinquencies of American historians, and what he says makes extremely edifying and diverting reading. He points out how their patriotic prejudices have led them persistently to distort the truth in their narratives of the relations of America with the rest of the world. In particular, with reference to England, he goes so far as to say that no text-book would be a financial success if it told the essential truth regarding any important phase of Anglo-American history. Prof. Barnes concludes an impressive and courageous article by pleading first for historical impartiality, secondly for a world-outlook, and thirdly for an enlargement of the scope of history so as to include social, economic, and intellectual aspects.

SINCE the passing of the Education (Scotland) Act in 1918, the prospect of an extension of the ordinary school age to fifteen has concentrated the attention of Scottish educationists on the re-organization of post-primary school arrangements. Out of much discussion has emerged agreement that neither the Supplementary nor the Intermediate Course—which are the present alternatives for pupils who prove their fitness for more advanced instruction by passing the Qualifying Examination about twelve—are quite satisfactory. The Intermediate Course, being part of a full secondary course, tends to be too "bookish" for some of those who go only half way. The Supplementary, on the other hand, tends to be too practical, even when it is not spoiled by the stigma of social and mental inferiority. The recent Circular of the Scottish Education Department must be read as an attempt to solve the problem. It sets forth two main proposals: (1) that the oversight

of the Qualifying and Intermediate Examinations should pass from the Department to the Local Education Authorities, and that the latter should put the responsibility for the transfer of pupils at the different stages on the teachers immediately concerned; and (2) that all pupils not going on to the full secondary course are to be dealt with in non-secondary schools and continuation classes—three years of the one and a year of the other—and that the non-secondary courses are to be as far as possible separate from the secondary.

IN spite of the distracting influence of the "economy" threat, these proposals have been discussed up and down Scotland, and the verdict on them is unusually clear. Everybody is content to let the old Qualifying Examination go, and leave the transfer of pupils to Authorities and teachers. But all the teachers and most of the Authorities are up in arms against the rigid distinction of secondary and non-secondary scholars. What they seem to want is a variety of Intermediate courses of equal standing, leading up to a national Intermediate certificate. The report of the National Advisory Council, which is expected at an early date, is believed to contain concrete recommendations on these lines. On its appearance, the battle will be renewed, unless the Department before that time have declared that, for lack of money, neither their own scheme nor that of the Council is practicable just now.

THE FUTURE OF EDUCATION IN IRELAND.

(Concluding Article.)

IN our previous article we discussed the future of Education in Ireland from a general point of view, and we saw that for the present the partition of the country will lead to the pursuit of different ideals in the North and South, while the administration of education in both will probably run on the same modern lines which have become familiar in other countries. We shall in this article treat of more specific topics, the position of the teachers, registration, finance, correlation, local control, syllabuses.

The importance of the teacher, more particularly of the assistant teacher, and of the lay teacher, has grown considerably in recent years and, while twenty years ago the Vice Regal Commission on Intermediate Education was able to ignore the claims of teachers to consideration, and could proceed upon the assumption that the introduction of inspection into Secondary Education would be a panacea for all its defects, the Vice Regal Committee of 1918 placed in the very forefront of its recommendations 'The great and urgent need of improvement in the salaries and security of tenure of intermediate teachers.' This recommendation, which will one day be recognized as the charter of Irish intermediate teachers, has not yet been carried into effect, but it is now treated as a truism, and there is full recognition on all sides that among the many reforms of education it must take a prominent position.

So glaring indeed was the case of intermediate teachers that almost all recent Chief Secretaries felt themselves compelled to throw to them various sops which, always insufficient, served no other purpose but to accentuate their grievance. At the present time the average annual salary of a lay assistant teacher in an Irish Intermediate School, inclusive of all grants, is less than £200. In England it is considerably over £300. In both South and North attempts are being made to improve this, and both Governments have agreed that Sir Hamar Greenwood's

last 'Interim grant' of £50,000 should be doubled for the present year. Next year it is hoped that the Irish Parliaments will be able to agree to measures of reform which will include provision for adequate salary scales and pensions for intermediate teachers. The salaries of primary teachers were placed upon a satisfactory basis two years ago, but their pensions still require to be dealt with, while the case of teachers in technical schools will also come up for consideration.

In the North of Ireland the Minister of Education has raised the question of intermediate schools working for private profit as a difficulty to be considered, and there are no doubt other difficulties that will arise under a more centralized scheme of control, such as the overlapping of schools in various areas, but all anomalies cannot be remedied at once. By itself the firm establishment of the great principle of a well paid and highly qualified teaching profession will do more than anything else to improve Ireland's future education. There is already in operation an excellent scheme of registration for secondary teachers, nearly 3,000 of whom are already on the register. It is true that the majority of these have been admitted to registration under transition conditions, as was inevitable at the first establishment of the register; but in 1925, when the permanent regulations will come into operation, the requirements for every intermediate teacher will be (1) a University degree or its equivalent, (2) a University diploma in teaching, and (3) three years' satisfactory experience in teaching. If the life prospect is adequate to attract teachers to satisfy those conditions, the development of Irish education in the next generation cannot fail to be remarkable.

It will be necessary to spend money on education. Will the country agree? It is not merely a question of teachers' salaries and pensions. At the present moment, for reasons easily comprehensible, the minds of many teachers have not advanced much beyond this, but much more is necessary. Many of the buildings in Ireland in which education is carried on need to be rebuilt. In recent years fine buildings have been erected in Dublin and elsewhere for higher education, but little has been done for primary and secondary schools, which in many instances compare very unfavourably with those of other countries. Not that bricks and mortar make education, but a high ideal should be worthily housed.

Adequate school equipment is also essential, and if Ireland is really in earnest about educational reform, she will not be content with less than the best. But there will be many demands for money in the new Ireland; as elsewhere, politicians will be looking for votes, and teachers have never been a political force. But the friends of education may urge that it has been starved in recent years; even in the last three years Ireland has received from the British Treasury less than her fair share by more than a million pounds, and she may therefore put forward a preferential claim over many other interests. One thing at least is certain in secondary education; all the grants hitherto made in so many different ways will be consolidated and no longer will any part of them be paid as results fees dependent upon the examination of individual students.

The basis of payment will be a capitation grant from the central authority. Will there be also local grants? and, as a corollary, local control? This is uncertain. It was proposed in Mr. Macpherson's Bill for Primary Education, with limitations designed to prevent interference with denominational management; but the feeling in the North and South is different on this question. In the North the desire for local authorities and local control after the English model has always been strong. The aim there has been for undenominational education. In the South the feeling has been the reverse. The distinction is largely due to the different attitudes towards religious teaching, but the solution will probably be found in a compromise, and the religious difficulty, so called, will

prove easier of solution under an Irish than under an English government. Ireland is, after all, a small country, and divided into two, the sections are, of course, still smaller.

One of the leading motives towards local control in a country like England was the difficulty of managing a large number of schools scattered over a wide area inhabited by large populations with varied outlooks and ideals. Another leading motive was the creation of local interest. This, however, should be amply secured by the existence of national Parliaments where educational estimates would be freely discussed, whereas local committees having large powers and possessing liberal views on the different branches of education would in many parts of the country be difficult to set up. We shall therefore be likely to see no local control as in England, but a single central authority controlling the whole country, assisted by advisory committees representative of various local interests and of those actually engaged in educational work of different kinds. Especially is this necessary in secondary education, as with the scattered population of large parts of the country and the sparseness of middle-class families, something broader than a local outlook will inevitably be essential. This will also render the financing of education easier. With a national tax rather than local rates, the task of administration will be appreciably simplified. Another great need in Irish education is the proper correlation of its different branches.

In an ideal state primary education will be the foundation and will lead up to secondary and technical education, and these again will be continued into university and higher scientific and technical education. The theory is simple, but the task of working it out in practice will not be easy nor quickly accomplished. It is one for a great organizer. Hitherto the various sections—primary, secondary, technical, university—have been practically independent. The Intermediate Board, for example, had no cognisance, even in Intermediate Schools, of any pupils under twelve years of age. Already primary teachers are putting forward a claim that the proper age for transference from a primary to a secondary school should be fourteen, and are urging that the secondary schools should adapt themselves to this in drawing up their programmes. It is hard to believe that such a claim will be allowed, but it illustrates the difficulties that will arise. Again, primary schools must in the main be of a similar pattern.

There may be variations between town and country schools. In the latter recognition will be taken of the claims of agriculture as Ireland's leading industry, and the readers used, and the arithmetic taught in them, will aim in part at creating an intelligent interest in country pursuits, but the leading aim will naturally be to teach reading and arithmetic and other subjects everywhere essential to primary education. In the highest education of all, in universities, there are various schools, and in the higher technical and scientific colleges there are a large number of different branches.

What about the secondary schools? Under the Intermediate Board attempts to create a variety of types have not been very successful, and speaking generally, all secondary schools are very much alike. Is this to continue, or are we to have various classes of secondary schools as in France and Germany? How is the type suitable for various localities to be defined? Is it to be done by the central authority or will schools be allowed to adapt themselves? Will secondary schools be entirely distinct from primary? Or will the distinction be abolished? Or shall we have distinct primary and secondary schools in some localities, and primary schools with a higher division, a higher primary or continuation school, practically a secondary school, in other localities? Too much rigidity is undesirable. Freedom is the essence of education, but there has been little freedom in the schools hitherto, and adaptation to new conditions is not always easy.

Both in the North and in the South the Governments have recognized the need of the reorganization of education. One of the first acts of Sir James Craig's administration was the appointment of a committee representative of all sides to make a report on necessary reforms, and an Act of Parliament is promised embodying their suggestions at the earliest possible date. The committee is unfortunately a large one consisting of between thirty and forty members.

In the South, Dail Eireann, about a year ago, several months before the truce, appointed a Commission on Education, and its work has been continuous ever since. It has drawn up a report on Primary Education and it has appointed a number of sub-committees dealing with the different subjects of both primary and secondary programmes, mathematics, English, Irish, modern languages, art, music, commerce, science, manual training, history, and geography, economics and sociology; a committee to co-ordinate the work of primary and secondary schools, and a standing committee on secondary education to consider the reports of the various sub-committees and to draw up a scheme of education for secondary schools to take the place of the present intermediate system. The Commission has not dealt with the financial side of the question. It had by the end of last year issued a number of draft reports, and asked for criticisms, and from the published result of its work a fair idea of the general tendency of its scheme can be gathered. This is as follows: The present three intermediate examinations, junior, middle, and senior grades, will give place to two, one at 15-16 corresponding to what is usually known as a junior certificate examination, and the other at 18, which may be called a senior or final certificate examination. Irish is to be at least on a level with English, but neither is to be obligatory against the wishes of the majority of the parents of the children in any particular school. In primary schools, on the other hand, Irish is to be compulsory, and to be taught at least one hour every day. Further, in secondary schools no grants are to depend on written examinations, and teachers are to have the greatest possible freedom.

It is a good sign to see both Irish Governments taking an early and active interest in education. Our education has been backward and we have now a chance of redeeming our past reputation. It is a cause for regret that Ireland should have two systems of education, more or less antagonistic, but in education, as in other matters, common interests may eventually bring the country under a common system, to the increased benefit of the whole community.

THE PSYCHOLOGY OF "HOWLERS."

By C. M. BOWEN.

PROFESSOR ADAMS, speaking at the conference of Educational Associations held recently in London, suggested that the psychology of pupils' "howlers" was well worth studying, and anticipated the publication of an elaborate scientific treatise on the subject some day. This article does not profess to be more than a very slight and somewhat superficial contribution to the literature of the subject, but it may be of some interest as being based on genuine "howlers" which have come within my own experience or the experience of other teachers personally known to me. Most of the examples given are taken from papers on literature and general knowledge—a fertile field for the production of ludicrous mistakes.

A certain number of "howlers" are due to an inadequate command of language on the part of the writer, who has the right idea, but expresses it so awkwardly that he conveys something quite different from what he intended to say. Two examples of this may be taken from a paper on "The Merchant of Venice": "When reading the play, one is filled with the vileness of Shylock's character"; and "There is some excuse for Shylock's want of revenge

against Antonio," "want of" being here used in the sense of "desire for." The English language, with its many varieties of shades of meaning, is full of pitfalls of this kind for the imperfectly educated. The definition of an epigram as "a part of speech" is a mistake of the same kind, if, as I suppose, the writer meant to say "a figure of speech."

A commoner kind of mistake is due to the confusion of two words of similar appearance or sound, but different meaning. Thus the pupils who defined "illicit" as "ill-read, ignorant" and "clear or plain" must have been thinking of "illiterate" and "explicit" respectively; while the girl who gave "not clear" for the same word was, on her own confession, really thinking of "illegible." The definition of an epitaph as "a short sarcastic poem" was no doubt due to a confusion with "epigram," and was not intended ironically; while "epigram" appeared variously as "Something spoken at the end of a play," "Something put on the outside of an envelope," and "A conundrum," "Monogram" for the second of these, and "anagram" for the third seem to me the most satisfactory explanations. It was perhaps a natural mistake to suppose that the distinction between "factitious" and "fictitious" was that the former referred to something based on fact, and the latter to something imaginary. This appeared in several papers. Other definitions of "factitious" were "troublesome, naughty—applied to a child," and "a person who tries to be funny." One of the most amusing examples I have come across of this kind of mistake was a sentence from a paper on the literature of the eighteenth century: "Much of the poetry of this period was superfluous, and written in very artificial language." It was only my knowledge of the source of this student's information which made me guess that she had meant to describe the poetry as "superficial."

A somewhat similar class of mistake is due to a confusion between two different meanings of the same word. This occurs frequently when the commoner meaning of the word, with which the pupil is familiar, is not the one used in the particular context. Thus the "Three Estates of the Realm" were defined in one paper as "land owned by the Government," and in another as "Windsor, Sandringham, and Balmoral." The train of thought is less obvious in the statement: "The Monroe Doctrine has just started in Scotland, especially on the east coast"; but presumably the writer thought of "doctrine" as meaning a religious belief, and the Scottish flavour of the name "Monroe" made her connect it with the religious revival to which she had recently seen references in the press. I confess I have been unable to classify another description of the Monroe Doctrine as "the theory that we are descended from monkeys," but it is worth recording for its ludicrousness.

Many of the foregoing mistakes might have been avoided if the writers had had a greater knowledge of the derivation of words. This would not, however, have prevented mistakes arising from a confusion of proper names, in which the same psychological processes can be traced as in the examples already given. Thus Lord Northcliffe was described as "British Prime Minister at the time of the American War of Independence," and Lady Astor as "a lady who writes books about her own life." "Auld Reekie" was given as "the name of some hills in the south of Ireland"—presumably Macgillicuddy's Reeks; and the description of Dr. Nansen as "one of the Chinese Ministers present at the Cannes Conference" was no doubt due to a confused recollection of Chinese names in which the syllable "sen" occurs. The student who called Mr. Michael Collins "an author of fiction" probably did not intend any imputation against his political honesty, but was confusing him with the author of "The Woman in White"; I am not, however, sufficiently familiar with the record of sporting events to know whether the description

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of the same gentleman as "an American who has won great fame as a golfer" is due to a similar coincidence of name.

There are other mistakes which perhaps hardly deserve to be stigmatized as "howlers," since, though they show the pupils' ignorance of particular facts, they often give evidence of intelligent reasoning, or at least of intelligent guess-work. Thus, various students who had not heard the Duke of Wellington referred to as the Iron Duke, applied the phrase, with some show of reason, to William, Duke of Normandy, Richard III, the Duke of Marlborough, and the Kaiser; and less appropriately to Cromwell, whose association with the "Ironsides" was no doubt responsible for his inclusion. Similarly, the description of Pitt as the "Pilot that weathered the storm" was evidently unfamiliar to many, and considerable ingenuity was displayed in finding historical characters to whom the phrase might apply. These included Jesus Christ, Columbus, Cromwell, Nelson, Admiral Jellicoe, and St. Peter, the last name being accounted for by the fact that the writer had recently been studying "Lycidas." The students who explained "The Cockpit of Europe" as meaning Austria and the Balkans respectively had at any rate some idea of the meaning of the phrase, though they did not know to what country it had been applied. ("Spain," which appeared in several papers in answer to this question, was apparently due to a confused association between cock-fighting and bull-fighting.) A most ingenious example of this class of mistake was the explanation of "Auld Reekie" as "a famous Scotchman round whom a tradition has been woven." This seems to be almost entirely a work of imagination, based perhaps on a slight recollection of "Old Mortality."

There is another kind of "howler" which can only be attributed to slovenly thinking. This is shown in the vagueness and inaccuracy of the information possessed by the pupil, or in the careless and unintelligent way in which it is set down. Such mistakes, though less interesting psychologically, are often humorous in their effect. Thus a number of students who had evidently a general impression that Lord Northcliffe occupied a prominent position in public life, but had not informed themselves further about his activities, described him variously as "Chancellor of the Exchequer," "Viceroy of India," "First Sea Admiral," "a favourer of the Socialist movement," and "Editor of *John Bull*." For a reference in an examination paper to a poem called "Ode on a Grecian Earl" I have perhaps partly to blame my own faulty enunciation when lecturing on Keats; though, if the student had read the poem, as she was recommended to do, instead of merely "getting up" her notes, the mistake need not have occurred. Another student, intending to quote a passage from one of Stevenson's essays, in which he says, "Books are good enough in their own way, but they are a mighty bloodless substitute for life," substituted for "bloodless" a word which is not generally heard in polite society, and which means the exact opposite. In an examination paper on Shakespeare's "Henry IV," the writer was describing the scene in which Falstaff, wishing to avoid speaking to the Lord Chief Justice, whom he has accidentally met in the street, pretends to think that the latter's servant, who has been sent to accost him, is a beggar. "What! a young knave, and begging!" exclaims the knight. "Is there not wars? Is there not employment? Doth not the king lack subjects? Do not the rebels need soldiers?"—and so on at some length. This was reproduced as, "Is there not wars? Is there not unemployment?" One cannot suppose this was intentionally humorous, as an examination is too serious an occasion for such levity; but the idea of using the unemployment "dole" as a means of livelihood is so thoroughly in keeping with Falstaff's character that one can only regret Shakespeare lived too early to make use of it.

REMINISCENCES OF AN EX-HEAD MASTER.

By "RUDE DONATUS."

IV.

OF MASTERS.

WHAT can be said, except repetition of what has already been said over and over again? This is, however, solely from the point of view of a head master. In some ways his office is a very lonely one. We may put aside his private life, family life, and so on. In his official capacity he is, and perhaps must be, a very lonely man. If he is not, danger walks on either side. Among a large number of masters he must, of course, be much nearer to some than to others. And yet, even so, complete intimacy there can hardly be with any. With his senior colleagues he consults on all weighty matters, but the ultimate decision must be his. With the younger he has to encourage enthusiasm, inculcate the feeling of comradeship, condone blunders, suggest kindly criticism. He has men of all characters and of varied gifts—all-round men, specialists, athletes, stupid men. For each there is a place: every one has his own value, and it is the head's duty to discover it and make it serve the school's ends. One guiding principle must be not how far is A. or B. of use to me as head, but how far is he valuable to a portion of the school's life? There is, however, one failing which, unless overcome, should never be overlooked, and that is, incapacity for preserving discipline. Even here a young man who seems at first a failure need not despair. It may well be that, though in his first school he learnt that he was failing and listened to counsels of retirement, yet by a complete change he carries the lessons of his failure with him and can be a success elsewhere. But it is the head's duty to counsel and to bring about a parting. Nor should it be too long delayed. If he shirks so manifest a duty, he is false to his trust and helping to spoil a young man's career. Even though there be an inner and an outer circle of masters, the wise man never allows the latter group to feel that their advice is not wanted, and that, when given, it is not considered. "Mysteries are" not seldom "revealed unto the weak."

In one respect a latter-day head master is severely handicapped as compared with the more spacious direction of old-time seminaries, when every head master did that which was right in his own eyes and ushers were as nothing. This is by the introduction of pensions for assistant masters. But pensions have the compensation of compulsory retirement at a definite age. Aforetime it was the head's unpalatable duty to ease away the ancients. Now they pass away automatically. How, then, is this a difficulty? Is it not better than that the onus should lie on one man's shoulders? Certainly it is, if the one man cannot square his shoulders, straighten his back, and harden his heart. Moreover, it was for long years nothing short of a scandal that a man who has done faithful work should be, as it were, turned out upon the streets. The head, therefore, knows that the pension scheme—inadequate as the yearly sum earned may be—is just and needful. He also knows that it does not decrease his difficulties with masters. For what is it that he needs in a large school? He must have the support of experience among those who are house masters or who are valuable for length of service and sound judgment: at the other end, he must have the young enthusiasts who are learning their work, who are closer to the age of the boys, who are keen to undertake this duty or that, and are prepared to forget that they have ever *agreed* to do something to the exclusion of anything else which came in their way—in short, young men who are malleable and joyous, full of the fire of endeavour, and ready to find time for what they may think to be the head's fads, but which they gradually discover to be of the first importance in the school life. Between those two classes there comes in the trouble. Men who have no chance of a house, or no chance until it is not worth their while to take

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In quite another way the head finds difficulty with his masters. It need scarcely be said that one essential for success is to have a band of men united in aim and united with one another. The two are not always found together. When they are not there is waste of power and the grinding of friction. Can these be traced to any sure source? In many instances the source of all is the masters’ common room and the meals taken together. Can this be so? Is it not the best possible thing for shoulder to rub against shoulder, for grey head to sit next to stripling, for discussion to be free, untrammelled by procedure, without thought of a too straightlaced reverence for seniority? Does not the common room mean that all can meet on common ground? It sounds well theoretically. It often works out ill in practice. If boys live an artificial life for the weeks of term, so do the masters. Proximity has its worries. “I really won’t sit next to that man again during the term.” “You’ve got to keep old X. going: he can’t stand me.” “Can’t you induce Z. to shut up? He becomes insufferable with his boring stories.” And so on, and so on. The term passes and irritation quickens. It can well be that before the examination days arrive—when nerves are jumpy, and reports have to be written—when epigrams abound—some members of the common room are not on speaking terms with others, and there is a general acerbity which has effect outside the magisterial circle. It is the head’s duty to know and soothe; to come into common room in the best of spirits and dine; to try to be all things to all men, even to one who is a bit of an outsider and a philistine.

To have no common dining-room brings the danger of isolation for some, and it is more difficult for a head to come across those members of his staff who have no gifts of intercourse, but it avoids friction and jealousies. It is hard to choose. Probably a comfortable library and reading room where all can find a place, but without the daily enjoyment of communal baked meats—these fulfil all that is needful and avoid much that can be disastrous. As he looks round his staff when term begins, the head will stifle a sigh and say to himself, “Would that masters were as easy to manage as boys!”

SCIENCE AND SOCIAL PROGRESS.—The Unity History School, organized by Mr. F. S. Marvin, will be held this year at Woodbrooke, Birmingham, on July 27–August 4. Dr. Charles Singer, of the University of London, has co-operated with Mr. Marvin in the arrangement of the programme under the general title of Science and Social Progress, and the list of lecturers includes, in addition to Dr. Singer and Mr. Marvin, Prof. J. L. Myres, Dr. J. L. E. Dreyer, Prof. J. A. Platt, Prof. A. N. Whitehead, Prof. C. G. Desch, Prof. J. A. Thomson, Mr. Julian Huxley, Mr. A. E. Heath, Lord Dawson, Prof. F. G. Donnan, and Prof. A. S. Eddington. Mr. Marvin summarizes the scope of the meeting in the following words: “First the historical retrospective, then the living problem and the whole looked at from the completely human, not merely nationalist, standpoint.”

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The greatest, and for a long time the most successful, of such attempts, was the Roman Empire; throughout its territory by land and sea there was profound peace, wars were waged only on its distant frontiers, and the Apostle Paul did not have to count among his perils those of pirates or of armies. But at last the Pax Romana broke down and the “barbarian” invasions of the fourth and following centuries brought in the “Dark Ages” of turmoil from which Karl the Great (“Charlemagne”) for a time delivered western Europe. His coronation as Roman Emperor in 800 was, as it were, the beginning of that idea which, under the name of the Holy Roman Empire, possessed the minds of men as the rule of God upon earth for many years; it could never be realized, partly because it was so closely associated with the German kingdom and partly because of the rivalry between its two heads, the German king-emperor and the Bishop of Rome. It was only after it had shown itself incapable in the middle of the thirteenth century that Dante, in his “Divine Comedy” and in his prose work “De Monarchia,” pictured it as the only form of government that could give peace to a distracted Italy and a Europe at war.

What the Holy Roman Empire might have effected was attempted by clergy striving to introduce a Pax Dei, or, failing that, a Treuga Dei, a truce which would stop the petty wars of nobles, at least during week-ends; Henry V of England is represented by Shakespeare as dreaming of a united crusade to defend Constantinople from the Turk, and Charles V of Germany (Charles I of Spain) had a large dominion which might have kept the peace but for his long quarrel with France and the troubles which arose out of the Reformation. But then came the sixteenth and seventeenth century wars of religion and the eighteenth century wars of dynasties, and Grotius of Holland and his followers planning an international law, and the Mystics and their disciples, the Society of Friends (“Quakers”), with their objection to the use of force, were the only advocates of peace. Napoleon once said he had had a scheme for a league of peace, of which we may presume he would have been the president, but after his time the only followers of the Quakers were American and other peace societies. When in 1851 Queen Victoria’s consort, Prince Albert, planned the great exhibition which was to inaugurate an era of peaceful commerce, it proved instead to be an epitaph, not a prophecy, and when, in 1901, the Crystal Palace celebrated its jubilee, it was with a naval and military exhibition. And so Europe descended into the inferno of 1914–18, and it was not until she had so fallen that the greater minds of our own time have worked for a rise toward salvation; it is, perhaps, but the dawn, but the hopes of the world are with the League and the Conferences.

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SIR JOHN McCCLURE died at Mill Hill in the afternoon of February 18, after a week's illness. Even now it seems almost incredible: and this is not merely another way of saying that we cannot bear to believe it; it is because he was so vivid, so full of radiating energy, that it was difficult to think of him as of any particular age, and his death at the age of sixty-two affects us as might the death of one cut off suddenly in his prime. We feel that Death has stolen a march upon us: he has died before his time. Yet it is not an inconsolable thought, for it means this, at any rate, that our memory of him is and always will be not only the memory of a great and splendid character, but also the memory of that character in the full vigour of its active encouraging influence upon all who came within its reach.

Perhaps of all his qualities—if indeed it can be called a single quality and not rather the fundamental condition of the exercise of all of them—this gift of encouragement was the greatest. Others have been famous in counsel, skilful in many arts, kind as well as prudent in their dealings; of few can it have been more truly said than of McClure that nobody was ever in his company without being in the fullest sense of the words the happier for it. He was an extraordinarily wise counsellor; quicker than any man to see into the heart of a problem, never allowing his judgment to be distracted from the pursuit of the exact truth, never flinching from the sight of it, content with nothing less—and allowing no one to be content with less—than the completest solution that the case allowed; and so clear was his devotion to truth, and so penetrating his criticism that even his most disconcerting verdicts were seldom challenged, never resented.

He was an almost demoralizing person to have on a committee, because he paid such continuous attention to the business and was so shrewd in his observations that there was a temptation to wait and see what he had to say instead of trying to make up one's own mind; not that he ever attempted either to monopolize or to dominate an argument, but that somehow, when the discussion was over, what he said was pretty sure to be the last word on the subject. Most head masters have to do a good deal of public speaking, and some have become respectable orators. McClure must have been born with the gift. It may be doubted whether he ever made a speech of which the end did not come too soon for his audience, and it fell to him in the exercise of many functions to make many speeches. His serious discourses will not be easily forgotten by those who heard them; there was never any doubt about his aim; he said what he thought with a direct simplicity of language that was the natural expression of a strong and simple character served by a singularly powerful intellect. And who was ever so amusing, when he spoke to amuse? As an after dinner speaker he can hardly have been surpassed; he had to perfection the art of thinking ahead as he spoke, and yet giving the impression that he was expounding a series of unexpected and delightful discoveries, with the consequence that you never knew what he was going to say next, but when he had said it you saw that it was the only possible thing to say—if a man had the wit to think of it.

We are apt to suspect versatility as likely to be incompatible with wisdom, but McClure's versatility was not of that kind; he knew more things thoroughly than ordinary people have the time or the ability to know superficially, and all his knowledge was at the service of his neighbours. One of the most delightful examples of this was his organization and direction of the musical programmes given in 1921 and 1922 in connexion with the Annual General Meetings of the Head Masters' Association; the second of these entertainments was almost his last appearance among his colleagues, and will be among their happiest memories of him.

But when all is said, what we shall think of longest is not his intellectual vigour, not his eloquence, not even his wisdom and his wit, which are comparatively easy to describe and estimate, but that inestimable unrecordable beauty of character which shone through his ordinary intercourse and made his friendship incomparably precious. "Vereor," said Pliny on the death of his friend—and Pliny, if something of a pedant, was capable of friendship—"Vereor ne negligentius vivam." There must be not a few to whom life will be more difficult in future, deprived of such a companion.

R. F. C.

[John David McClure was born at Wigan in February, 1860. He was educated privately and at Owens College, Manchester; from 1878 till 1882 he was an assistant master at Hinckley Grammar School, taking the London B.A. degree in November, 1878. In 1882 he entered Trinity College, Cambridge, and in 1883 obtained a sizarship and also one of the Goldsmiths' Company's Exhibitions; in 1885 he graduated as a Senior Optime; but for a breakdown in health he would undoubtedly have been a Wrangler. He was a lecturer—chiefly on astronomy—for the Cambridge University Extension Syndicate from 1885 till 1893, and Professor of Astronomy at Queen's College, London, from 1888 till 1894. In 1890 he was called to the Bar as a member of the Inner Temple; in 1891 he was offered and accepted the head mastership of Mill Hill, then a school of about sixty boys; in 1913 he received the honour of knighthood—an honour never bestowed upon any other schoolmaster during his exercise of his profession. This is but a formal summary of his professional career; besides his official duties he did an extraordinary amount of public work, particularly in connexion with the Head Masters' Conference and Association and the Congregational Union; he was for nine years joint Honorary Secretary of the Head Masters' Association, and was President in 1914, and was Chairman of the Congregational Union in 1919-20.]

PERSONAL PARAGRAPHS.

By the death of Professor J. A. Green of Sheffield University, a well-known figure has been removed from University and other educational circles. Born in 1867, he received his early education at an elementary school in Sheffield. Passing through Firth College, he proceeded to Borough Road Training College. Later he became tutor at Borough Road, and obtained further experience on the staff of a Pupil Teachers' School in London. He was appointed Lecturer in Education at University College, Bangor, in 1894, and promoted Professor in 1899. Seven years later he accepted the chair of Education at Sheffield. His reputation as an educationist and administrator at Bangor was more than maintained in his new sphere of work, where his unusually wide experience gave him much influence in administration in connexion with the University. Few men were more versatile in their occupations than Professor Green. He represented the University on many public boards and he took a prominent part in the work of the Local Education Authority. Members of the British Association will remember with appreciation his term of office as Recorder of the Education Section. Among his published works are: "Educational Ideas of Pestalozzi," "Pestalozzi, His Life and Work," and "An Introduction to Psychology," and he acted as editor of the *Journal of Experimental Pedagogy*. Professor Green's activities extended into all manner of out-of-the-way directions. It is not usual for a university professor to take an active part in such diverse matters as are presented by the Froebel Union and the various

(Continued on page 212.)

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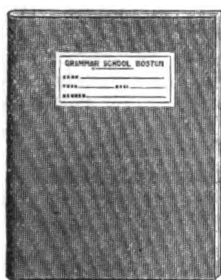
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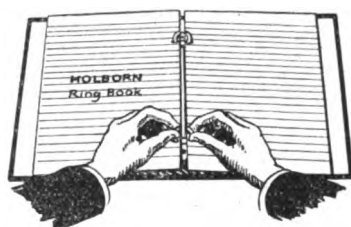
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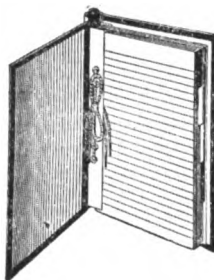
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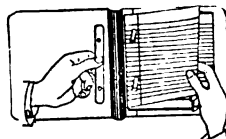
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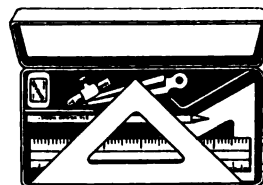
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associations of handwork trainers. One of his most important offices was membership of the Teachers' Registration Council, where his knowledge of continental practice in the training of teachers enabled him to render notable service on the Training Committee. In connexion with the W.E.A. he did some of his best work, and had much to do with the great success of that movement in Sheffield.

* * *

OXFORD has suffered grievous loss by the death of Dr. Henry Boyd, Principal of Hertford College, at the age of ninety-one. Dr. Boyd was the oldest College "head" at the University, and his life embodies a long chapter of Oxford history. When Hertford College was refounded in 1875, he was one of the first Fellows, and two years later he succeeded Dr. Michell as Principal. Backed by the Barings he added materially to the first meagre buildings, and Hertford, as it is now, is largely his creation. As a fatherly autocrat and an instinctive judge of men, Boyd ruled his College without friction, and acted as Vice-Chancellor for four years without dispute. He always kept in close contact with the undergraduates, and his unflinching example of kindness and devotion deeply influenced College life. Boyd "discovered" Dean Inge whom he appointed as a brilliant scholar to a tutorial Fellowship at Hertford. Other notable Collegers under Boyd were Lord Hugh Cecil, John Campbell, F.R.S., and Dr. Williams, now Bishop of Carlisle.

* * *

"OLD BLUES" of many school generations will deplore the death of the Rev. Richard Lee, late Head Master of Christ's Hospital, London, who had been living in retirement since 1902, when the ancient Foundation was transferred to Horsham. A son of the late Rev. Richard Lee, he was himself a Bluecoat boy under the Spartan rule of Dr. G. A. Jacob, and went with a School Scholarship to Jesus College, Cambridge, where he obtained a Foundation and a Rustat Scholarship. Bracketed first in Class II of the Classical Tripos, he took his B.A. in 1869, and accepted appointment as second master at Weymouth Collegiate School, where he quickly proved to be a born teacher and disciplinarian. In 1870 however Lee returned to his old school as first assistant in the counting house, and obtained experience in a side of school administration with which schoolmasters are seldom familiar, and which afterwards counted for so much in his career. He was removed from the counting house to a lower mastership in 1871, and three years later he was promoted first assistant Upper Grammar Master. Here his firm hand and sound methods quickly influenced school life. In 1876 the Rev. G. C. Bell, the head master, was elected to the Mastership of Marlborough, and the Governors occasioned surprise by appointing Lee to the vacancy, and thus breaking the tradition that no assistant, however good his record, could be directly promoted Head Master. The choice proved sound for in the difficult circumstances in which the school was placed, a man of strong personality, determination, and organizing power was needed, and Lee fulfilled these requirements. His tenure of office bristled with difficulties, not only those inherent in a big school in the heart of the City, but also those involved in the reorganization of the institution under the new scheme of the Charity Commissioners. Lee proved fully competent to deal with successive problems as they arose, and under his rule the school made notable progress. All "Old Blues" of his time will remember how successfully and with what a masterly hand he organized the great evening preparation school; his clear and methodical, if not very expansive, teaching; and his quaint and pithy sayings, succinct, compressed, and with a touch of sarcasm. He was above all a wise and cautious man; but the few who got to know him more intimately felt the sterling warmth of a kindly heart.

CORRESPONDENCE.

FIRST THOUGHTS ON THE GEDDES REPORT.

To the Editors of The Journal of Education and School World.

SIRS.—Mr. J. L. Holland's "First Thoughts" (published in the March issue of the Journal) will be shared generally by his colleagues in the educational service. These have suffered long enough from the tradition of penury associated with the provision of elementary education; they have seen visions of developments unfettered by financial considerations, and they can hardly be expected to agree with the proposals of the Committee on National Expenditure. The Committee, I venture to suggest, performed a difficult task with remarkable discernment and efficiency, and if, as may well be, the axe is a clumsy weapon with which to prune our educational policies, they certainly need the cold steel of common sense. As, however, the chief proposals regarding elementary education, the subject of Mr. Holland's "First Thoughts," have been rejected by the Government, it is not necessary to discuss them.

I differ from Mr. Holland, and agree with the Committee, regarding the "vicious system" of grants in aid of approved expenditure. He sufficiently condemns the system by reminding us that "the control of the Board of Education extends to almost every detail of expenditure to-day; the Local Authorities are hardly more than agents and ministers of the Central Authority." This must become increasingly so while of every pound expended by the Local Education Authority, the Government has to find a definite proportion. And as expenditure depends upon policy, the policy of the Local Education Authorities will be determined for them. In this connexion, it should not be forgotten that the intention of the Act of 1902 was to diminish, not to extend, the interference of the Board of Education. "One great advantage," said Sir A. J. Balfour, when he introduced the Act, "which I foresee, from the local government point of view, is that education will now be largely decentralized, and that it will be for each authority to determine what is the species of education most needed by the children in its area to fit them for their work, which, after all, no central department could so well judge of as those whom their parents elect and who are acquainted with the circumstances in which they live."

The percentage grant system may very readily encourage Local Authorities to incur expenditure which, if left to them selves, they would not incur. Not many years ago the Ministry of Agriculture were endowed with resources that enabled them to offer substantial bribes to Local Authorities for purposes that would rarely have survived an appeal to the rates, and it may be doubted whether the orderly and progressive solution of the salary problem would have been equally progressive if the Government had not been committed to meet three-fifths of salary expenditure. It was urgently necessary for the remuneration of teachers to be permanently augmented; it was not, however, urgently necessary to augment the remuneration to such an extent that the cost of salaries per unit of average attendance should jump from £3 os. 10d. in 1913-14 to £8 8s. in 1922-23, and thereby arrest indefinitely other educational reforms and developments. But perhaps as the Government Actuary was not consulted on the question of teachers' pensions, the Burnham Committee adopted the Standard Scales without trustworthy estimates of cost.

In nearly all administrative areas, as in Derbyshire, there are many small schools, some of them very small. I agree with Mr. Holland as to their communal importance, but the question arising is this. Is the service that such schools are capable of rendering to the community commensurate with the expenditure involved in maintaining them? The "benevolent, intelligent, and scientific educationists in Utopia," have now made the relatively simple process of teaching young children the rudiments of knowledge so costly, that expenditure in other directions must be limited, and essential reforms retarded. The limitation and the retardation are to be deplored, but the responsibility rests, not with the Committee on National Expenditure, but with the Board of Education and the Local

(Continued on page 214.)

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Authorities. They, in their wisdom, surrendered their functions to the Burnham Committee, and that Committee has determined the destination of the major proportion of the money available. It has been prodigal in spending pounds and has left the Board of Education and the Authorities the troublesome task of saving the pence. It may have solved one difficulty, but it has created many others.—I am, Sirs, Yours &c.,

A PUBLIC SERVANT.

CONFERENCE OF EDUCATIONAL ASSOCIATIONS.

To the Editors of The Journal of Education and School World.

SIRS,—Having seen the letter under this heading in the Supplement of your February issue, I wish to reply to some of "B's" remarks on the Conference held during the last days of 1921 and the first week of this year.

The Conferences of Educational Associations arose from a desire (a) to save the multiplication of meetings held simultaneously in various parts of London during the Christmas vacation, and (b) to bring members who belong to various sectional and subject Societies into touch with one another so that they may exchange views on principles and ideas common to them all, and also may learn something of what teachers of subjects other than their own are doing.

The idea underlying these Conferences is to form a British Association of Education, not of the Teaching Profession, if those words are confined to actual teachers. The British Association of Science is not confined to experts only in any science.

These Conferences of Educational Associations are managed by a Committee of representatives of all the affiliated Societies. The Committee settles date, place, joint meetings, social gatherings, exhibitions, and so on, but each Association arranges the subjects and speakers for its own meetings. It may, therefore, be assumed that the subjects and speakers chosen are those particularly desired by the members.

In the view of the Joint Committee "Teachers" is a very comprehensive word, including those who are Teaching Privately, in Nursery Schools, or Lecturing in the Universities, with all the various grades between them. "B" would find that more than three-quarters of the appointed speakers and chairmen at the last Conference are included within this category, instead of his one-fifth. "B" does not know, for example, that there were three Associations of Teachers holding private meetings at the Conference, and not publishing the names of their speakers and chairmen, all of whom were teachers. Two thousand five hundred members of the affiliated Associations attended the meetings, and nearly one thousand non-members were sufficiently interested in educational questions to wish to hear them set forth and discussed.

Is it not counted against Teachers that they keep too much to their own grooves, and is it not desirable that they should not only meet each other, but also mix with those who see educational problems from a different angle? These Conferences were initiated by two or three people who were not teachers, but who belonged to one of the Associations. They saw the benefit of bringing all kinds of teachers and those actively engaged in furthering education into close contact with one another for the exchange of ideas.

The encomiums bestowed on the Conferences by those attending them are sufficient guarantee that they supply a great need, and probably if these meetings were confined to school teachers speaking to school teachers there would not be so much widening of outlook, nor so much inspiration as these Educational Conferences are said to afford to all the members.—I am, Sirs,

Yours faithfully,

HENRIETTA BUSK,

Honorary Organizing Secretary and Treasurer.

NOTE.—This letter was held over from the March issue.—THE EDITORS.

To the Editors of The Journal of Education and School World.

DEAR SIRs,—I am obliged to you for permitting me to see Miss Busk's letter. Her estimate of the number of teachers amongst the chairmen and speakers would be more convincing if she had gone into details. I stated definitely that amongst these were "one head master of a secondary school, three head

mistresses, one assistant master, one assistant mistress, and some five or six teachers in elementary schools." If this statement was incorrect, why does not Miss Busk prove its inaccuracy by giving the correct figures?

It is true that I took no note of university professors and lecturers. This was because university education is not discussed at the Conference, and therefore university teachers must rank at the meetings rather as amateurs than professionals. Of course it is a great pity that university teaching is considered to be above criticizing; discussions on such crimes against youth as the university schools of modern languages and English might be very useful. But I can hardly imagine such practical subjects being discussed at the Conference.

On one point I entirely agree with Miss Busk; it is a good thing for teachers to hear addresses from those outside their profession, and this is what was in my mind when I wrote, "Such a series of meetings may have its value." Only I should like to see the part played by laymen greatly reduced, and that played by teachers greatly increased.—Yours,

B.

THE TEACHING OF DYNAMICS.

To the Editors of The Journal of Education and School World.

SIRS,—In your account of the meetings of the Science Masters' Association, you refer to the discussion on the teaching of Dynamics, and note that "the usual treatment is not sufficiently experimental, and that there is a striving after logical sequence which is quite unnecessary"; a further reference is made to a scheme of work in which these "faults" are avoided.

As I opened the discussion, and insisted upon an attempt at logical clearness in teaching the subject, may I be allowed to make a few comments on the above misleading statement? In the first place, it is probable that the complaint of insufficient experimental work does not apply to many schools at the present time. With regard to the second point—it will surprise many to hear that the usual treatment suffers from the fault of striving after logical sequence! An examination of the text-books will soon dispel the notion. This treatment is supposed to be based upon Newton's "Principia," and the chief criticism of it is that, on account of slight faults in that great work, and a perverse interpretation of what is accomplished in it, a quite inordinate amount of time and labour is expended on the mere rudiments of the subject.

In the first place, Newton did not define "mass" clearly, and a knowledge of the mass of a body is required in his subsequent statement of the mode of measuring force. Next, the substance of the first and second laws of motion has already been given in the preceding definitions of force and of the way in which it is to be measured; these laws are therefore superfluous.

The unsatisfactory people who "strive after logical sequence" merely suggest that the well-known facts just mentioned should be recognized. They contend that the meaning of mass should be explained, and that the method of measuring it, suggested by its meaning, should be defined. This is quite a simple matter, admitting of experimental illustration, and requiring comparatively little time. The manner in which force is to be measured is deduced, and is the same as that given in the Second Law of Motion (or the equivalent definitions which precede it).

In the usual treatment, "mass" is first stated to be "the quantity of matter in a body," although the futility of this expression is obvious when bodies of different composition are considered. A little later, the laws of motion are stated, and usually followed by experiments to "prove the second law"; that is, Newton's statement of the mode of measuring force is "proved" by experiments requiring an independent method of measurement. Further, although the numerical values of the masses are required, it has not been explained how these are to be obtained; indeed, other experiments are commonly given for the purpose of showing how mass may be determined as a consequence of this second law.

This exposition certainly appears to be innocent of any striving after logical sequence, but why it should therefore be regarded as specially suitable for boys—or any one else—has

(Continued on page 216.)

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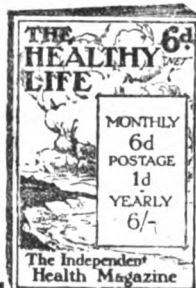
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never been made quite clear. Perseverance in the use of these methods is not really due to their superiority for purposes of instruction. It is due to a conservatism which resents any criticism of time-honoured methods, especially when the introduction of much ingenious experimental illustration has tended to suggest that these methods are rational.

Other methods, indicated by modern criticism and knowledge, have not usually been tried.—Yours, &c.,
Trowbridge.

T. J. GARDNER.

To the Editors of the Journal of Education and School World.

SIRS,—May I beg leave to clear up a misunderstanding which Mr. T. J. Gardner's letter reveals? My report of the discussion on the Teaching of Dynamics which took place during the recent meetings of the Science Masters' Association was necessarily restricted in length, and I could do no more than express my own opinion on the outcome of the debate.

Mr. Gardner, of course, is quite right when he says that Newton gave no clear definition of mass. It is equally true that many, but not all writers of elementary text-books find themselves in difficulties through trying to follow Newton's presentment. But whatever course is pursued, it is a mistake to attempt too early to give young pupils a grasp of the whole sequence of ideas in a difficult argument. While listening to Mr. Gardner's address, I gathered that he laid stress, in his teaching, on philosophical matters, which in my opinion is of little value as compared with imparting a working knowledge of the subject. One wonders how Newton himself viewed this matter. It is incredible that, if he was *striving* after logic, he would not have seen his own failing. Surely it is more likely that he felt intuitively that his premises were sufficiently accurate to allow him to pass on to the development of his argument.

Boys, young boys, want 'to get on with it.' Reasoning, when overdone, is apt to impede them; and few of them can appreciate the pleasure which grown-ups find in fitting together the pieces of a complicated puzzle such as is presented in the fundamental ideas of dynamics. That joy may well be left to be discovered later. So many teachers seem to wish to teach every branch of science as if it were a book of Euclid. Would Mr. Gardner refuse to let a boy use a thermometer until the mysteries of expansion were fully grasped? Or does he go further still into Kelvin's absolute scale of temperature! Does he think, as some do, that it is necessary to define the second as well as the gram before allowing boys to deal with the unit of force? Of course not. The illustrations are given merely to show that there are natural limits to the insistence on logical sequence in these matters.

In short, it is not logic to which objection was raised, but unnecessary *striving* after it, where beginners are concerned.

THE WRITER OF THE REPORT.

MENTAL ABILITY TESTS.

To the Editors of The Journal of Education and School World.

SIRS,—I have read with interest Miss Hughes' account, in the January number of the "Journal," of the Terman's Mental Ability Test she applied in her school and the deductions made from it.

We have just completed here the second half of the Otis Group Intelligence Scale (devised by Arthur S. Otis, published by World Book Company, Yonkers-on-Hudson, New York). In September we gave Test A to our two Lower Fifth and our two Upper Fourth forms (average age fourteen years five months, and twelve years ten months). Last week we gave the same forms Test B. Eighty-eight girls were tested.

The results were compared with the September results and with the Christmas Examinations and comparisons made between the increase in the Index of Brightness made since September by—

- (a) Girls who had come up the school;
- (b) Girls who had entered in September from other proprietary schools;
- (c) Girls who had entered in September direct from the Government elementary schools;

our object being to find out how far the girls were responding to the more stimulating individual teaching given in a secondary school of this kind than is possible in the formal work required of the large classes in the Government elementary schools.

The Lower Fifth Form, where twenty-four out of twenty-seven girls had come up the school, had a higher average Index of Brightness in September than had the Lower Fifth, where fourteen out of the twenty-three tested were new girls, ten of whom had entered from the elementary schools, but in February their average Index of Brightness had gone up twenty points, exceeding that of the Lower Fifth (1) by one point. Their response, therefore, had been good during the four months of teaching.

Of the twelve girls who came first, nine were among the first twelve at the Christmas Examinations—one, low in examinations thereby revealed herself as idle as she was brilliant, and two had a rank in the Index of Brightness not accounted for by our knowledge of them or by their examination results.

In the Fourth Forms' Test the form average went up fourteen points in the half year, and the children were noticeably more familiar with what they were to do and ready for it. Thirty-eight children were tested, and of the fifteen first, nine were also among the first fifteen by examination, and their Index of Brightness corresponded very fairly with the judgment of their teachers.

It is proposed in future years to examine all new girls in September and February, and also to examine as a Form the Upper Fourth Forms as a guide in placing the former and in promoting the latter into the Upper School course designed for Matriculation.—Faithfully yours,

H. WALSH, M.A. (Dub.).

The Bishop Strachan School, Toronto.

Principal.

MATRICULATION ENGLISH PAPERS—UNIVERSITY OF LONDON

To the Editors of The Journal of Education and School World.

DEAR SIRS,—It is admittedly difficult to set a "general" paper on a subject so extensive as English, but surely the Matriculation Examiners of the University of London are doing an ill-service in devising, year after year, questions of a reactionary kind, which are a direct incentive to cram. For many years they have shown a curious affection, very hampering to schools, for the literature of the eighteenth century. If we are to believe Sir Arthur Quiller-Couch, it is difficult to arouse any interest in this period even among undergraduates; much less, then, is it likely to be studied by boys and girls of sixteen. Even on the hypothesis that the examiners have good grounds for their preference, charity would suggest that they were nodding when they asked for a summary of "Tom Jones." But other of the selections are only a little less unfortunate. "Rasselas" and "Under the Greenwood Tree," though on very different grounds, are hardly likely to have found a place in any scheme of study for matriculants. "Evelina" would have difficulty in making good a claim as against other classics; while "Dr. Faustus" is more appropriately to be found in a University than in a school course. To answer such questions, it would be necessary to revert to the old bad days of text-books with lists of authors and their works and ready-made summaries of the latter.

Again, it is doubtful whether the pre-occupation of the examiners with "style" is in the interests of sound teaching. An intelligent boy or girl would doubtless be conscious of differences of style between the various authors read and, to a very limited extent, could express a sense thereof; but it is hardly probable that such tentative comment as could be offered would satisfy the examiners. Here, again, is the incentive to stock with ready-made answers young minds which could be better employed than in precocious criticism of their betters.

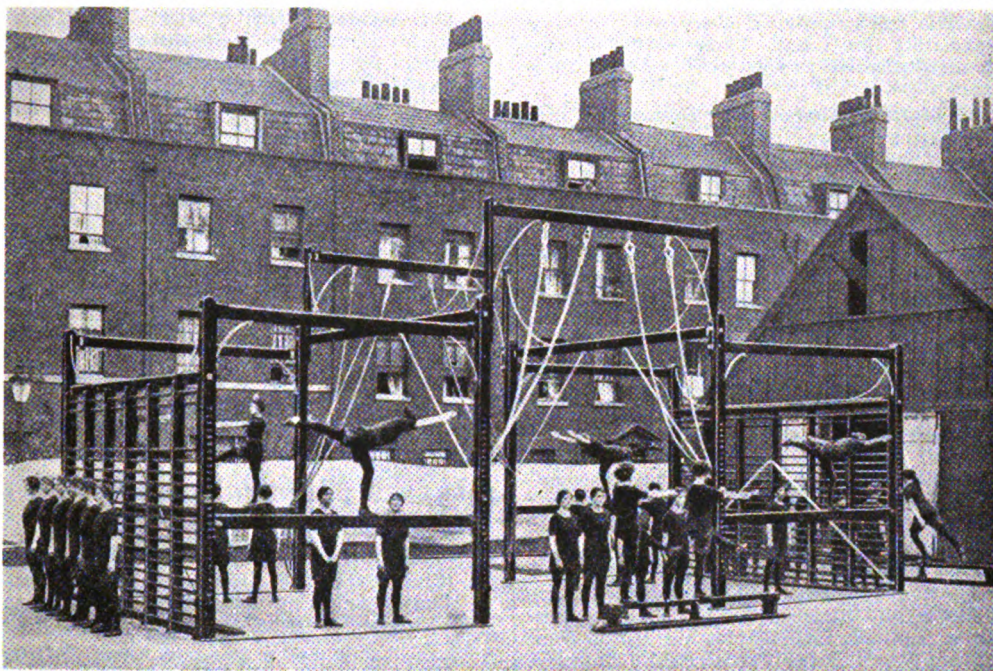
It is not sufficient to argue that teachers should rise superior to the temptation to cater for examination requirements. When the subsequent career of a boy or girl depends on passing an examination, the teacher is not without some justification, who, knowing the better way, regretfully sets himself to follow the worse.—Yours truly,

Chester.

BEATRICE CLAY.

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IV.

MODERN LANGUAGES.

BY WALTER RIPMAN.

IN recent times the scope of the modern language teacher's work has been greatly extended. In my school days learning French was largely a matter of translation from and into the foreign language. When I had decided to compete for what was, I believe, the first scholarship in modern languages offered by any English University (certainly the first one offered at Cambridge), I was recommended to read certain books, but to all intents and purposes I was left to my own devices. That was thirty-five years ago, when "advanced work" in modern studies was not part of the school curriculum.

Nowadays the outlook has changed. Skill in translation is not the only aim; some ability to use the spoken language, some acquaintance with the life and ways of the foreign country, and a more ambitious study of the literature are required. The modern language teacher now feels that he needs various auxiliaries which in the old days would have been regarded as luxuries.

If we regard the books used in class as the normal instruments, we may consider as auxiliaries all other books that assist in making the study of a foreign language profitable. One of our aims must be to encourage private reading. The teacher sometimes does this by lending books from his private library; but it is better if the school provides an incentive by adding attractive books to the Form libraries. These mostly contain English fiction; it would be well to include good fiction, books of adventure, travel, etc., in foreign languages. In some schools the pupils have formed a magazine club, with a small terminal subscription, for the supply of magazines,

such as "Lectures pour tous" or "Mon Journal." These magazines when bound can be added to the library. Mr. Purkiss has done a good service by his French magazine "La Petite Revue"; and more recently the enterprising firm of Evans Brothers has launched a French weekly, "La France," with every prospect of success. It contains interesting extracts from French newspapers, original articles, anecdotes, competitions, etc., and is well illustrated; and the price of a single number is only 2d.

Where higher work is done, a different type of book is required. Few schools as yet are adequately equipped with books of reference for the study of language, literature, and history. There has been a very gratifying increase in the number of schools taking the "modern studies course," since the year when English came to be eligible as a modern language; but it coincides with a time when expenditure on education is being reduced most painfully. It is justly felt that the axe must not cut down salaries; but there is a real danger that the money available for "materials" will be withheld to a degree that will seriously impair efficiency. It will not be possible to carry on post-Matriculation work in modern studies in a sound way unless our students have ready access to books which they cannot be expected to buy for themselves.

In the early stages of instruction the teacher does not require much in the way of auxiliaries. In connexion with the phonetic work he needs a chart of the sounds and a little mirror for each pupil. The sound chart saves much time; a diagram of the organs of speech may also be used, but blackboard sketches serve the purpose almost equally well. The liprounding that is essential for the production of certain French and German vowels can be taught without mirrors, perhaps; but it is certainly taught much more quickly and effectively with their aid.

The singing of songs in the foreign language adds interest and affords a welcome change. Several little French song books have been issued. It is best to have one which also provides a phonetic transcription: unless the sounds are quite correct, singing may simply lead to the confirming of bad habits.

The use of talking machines has often been advocated; several "methods" have been issued based on it. It is disappointing that the companies interested in the manufacture and sale of records have paid so little attention to the needs of schools. Their efforts in this direction have been fitful and often ill-advised. Thus the Gramophone Company, while developing the educational side of its business in musical records, has never had any settled policy with regard to records of the spoken language. Fifteen years ago I arranged for an issue of thirty-one French dialogues, which were not at all bad; they remained little known—because the Company did nothing to bring them to the notice of schools—until (oddly enough) the war took them into the trenches. The latest I have heard about them is that they have been withdrawn from stock. Another scheme provided for in 1906 has been repeatedly taken up and dropped again. This curious lack of vision has checked the use of talking machines owing to the small number of records suitable for school purposes. What is wanted above all is a good representation of normal speech, with an average pitch that is fairly high. Records giving this would be very valuable aids in conveying intonation, a subject difficult to teach. For guidance as to individual sounds the talking machine is of much less importance, and must always remain much inferior to the well-trained teacher. There are some very fine records of a different type, famous pieces of literary interest spoken by great actors and actresses, which are a treat for an advanced class and fascinating to the student of intonation; but they are not of any direct service in the school.

What, in the present economic circumstances, must also be regarded as a luxury, is the moving picture. There are some beautiful films of foreign architecture and scenery

which one would like to be available in every school; but that is a dream of the future. In the meantime good lantern slides serve the purpose very well.

The appeal to the eye is a powerful one, and even a moderate expenditure will secure good reproductions of the world's great pictures. In many schools the walls present a distressing jumble of pictures, good, bad, and indifferent, arranged according to no plan. The Americans have wisely instituted a "Better Speech" week; I wish we could institute a "Good Picture" week. For the first occasion we might ask Dr. Hayward to write us a Thanksgiving Service to Great Artists, to be followed by a bonfire of all the bad pictures now dishonouring the school walls. Only the best pictures should be allowed to remain; and these should be grouped according to subject matter, schools of painting, &c. One of the rooms might be set aside for the works of French artists. The pictures on the walls should not be too numerous; and it is well to have frames of which the back can be readily removed, so that the pictures can be changed from time to time.

There are many smaller pictures that can profitably be used for illustrating lessons: picture postcards, illustrations taken from magazines and newspapers, advertisements, posters, can be contributed by the pupils, who can easily be made to take a pride in adding to the school collection of pictures. These should be mounted on stout brown paper. I have found it convenient to have paper cut in two sizes, 5 by 6½ and 8 by 10 inches; larger pictures can be kept in a portfolio. These can be regarded as three series, indicated by A, B, and C, the pictures in each series being numbered consecutively. A card-index will show which pictures deal with any particular subject, and may be used also for references to illustrations in books available in the school library. Such a picture collection will serve the purposes not only of modern language teaching but will also be useful to those concerned with art, history, geography, &c. One great advantage of this plan is that the work connected with it can be done largely by the pupils, one of whom can be appointed curator of the school picture collection.

Attention may also be drawn to the use of the stereoscope. Messrs. Underwood & Underwood have a World History series, which includes a set of stereographs of the "French Revolution and Napoleon," and 100 stereographs of France, and 100 of Germany, in their "Travel System."

A little museum may also be established in which a variety of interesting objects can be displayed: specimens of coins, stamps, railway tickets, &c.; characteristic peasant pottery, embroidery, &c.; dolls dressed in national costumes; a model of a theatre in Molière's time, and so on.

The modern language teacher will also be glad to have a good map of the foreign country with which he is concerned, and it should preferably be one in which the names have their normal foreign form. There are some excellent maps of France by Vidal-Lablache. It need hardly be said that maps, as well as sound-charts, should never be suspended on the wall of the classroom except when they are needed; they are not objects of intrinsic beauty. For the same reason the wall pictures often used in connexion with the early teaching of a foreign language should be removed as soon as the lesson is over. These, like maps and charts, naturally have to face the class, and occasionally they are placed over the top of an easel blackboard. This is objectionable for several reasons. It is not costly to fix pulleys in such a way that pictures can easily be raised to a suitable height and removed when not wanted.

I have dealt with music and art as providing auxiliaries to the modern language teacher; and it may not be out of place to consider the help that can be derived from the drama. I do not refer to the reading of plays, which is part of the ordinary curriculum; though it may not be superfluous to utter a note of warning against the pre-

mature study of seventeenth century French plays. The worthy desire to introduce pupils to classical literature often leads to its being studied before the First School Examination, although the pupils have not yet read anything like enough modern prose or acquired any idea of the social and political conditions of seventeenth century France. Without the required foundation and background, "Athalie," and even "Les Femmes Savantes," may fail to attract and even produce a lasting distaste instead of stimulating to a further study of the classics.

Much attention has been given in recent years to the application of dramatic methods in securing the appreciation of English literature and in vivifying the study of history. In the teaching of a foreign language they are valuable as a means of instruction. Especially in the early stages nothing is better worth learning by heart than simple dialogue; and some of the first courses in use recognize this by supplying conversations that lend themselves to this purpose. The pupils identify themselves with the characters that appear in the book; the scene is translated into action; and unconsciously the use of common words and phrases is impressed on the mind. Even in the middle Forms an occasional scene, like those in Mr. Stewart Walters's "Épisodes en Action," may be memorized with advantage; or selected scenes from such an amusing and well-known play as "La Grammaire" may be acted. The performance of a French play at speech-day is a familiar feature; but I doubt whether quite enough use has been made of acting in the classroom, with every pupil learning every part.

I need hardly say that membership of the Modern Language Association may prove helpful to the teacher in many ways. Apart from the inspiration to be derived from "Modern Languages," which I am glad to say has recovered from its temporary aberrations, there are several forms of its activity that can be utilized with a view to interesting our pupils. Thus there are two ladies who arrange international correspondence for boys and girls respectively. For a trifling fee schools are "paired" for this purpose, or individual pupils are brought into touch with foreign children. During the last two years 58 boys' schools in England and France have been paired. It is interesting to note that in 1921 the number of applications from France has declined noticeably; this can only be explained by what we hope is a passing cloud in the Entente Cordiale. The deficiency has been to some extent made up by a good demand for correspondents from Belgium. Owing to this it was possible to supply 1,100 French-speaking correspondents in 1921. Successful efforts have been made to get into touch with schools in German-speaking Switzerland, and this branch of the work is expected to develop considerably in the near future.

The children usually write about once a fortnight in French (or German) and English alternately, and letters in the foreign language are corrected and returned. From the fact that very few complaints have been received it may be inferred that the correspondence is in general satisfactory, and there is no doubt that, while it furthers knowledge of the foreign language, it is also the means of broadening the outlook of those engaged in it. Sometimes it leads to an invitation to visit the foreign country in the holidays. The Modern Language Association has a special department for arranging the exchange of children in the holidays. Some schools have availed themselves of this with excellent results. Before the War as many as 100 exchanges were effected in a year, but in the last few years the number has been much smaller, chiefly owing to the increased expense for fares, passports, &c., and—in the case of France—to the unfavourable rate of exchange. Beyond travelling and incidental expenses, the child (or adult student) has nothing to pay. Each family boards its guest and in many cases entertains him very generously. The fee charged by the Modern Language Association for each applicant is 10s. 6d. The period of exchange is from

one month to one year, and the age of the applicant must be over 12.

Occasionally an enterprising teacher takes a group of picked pupils for a short visit to Paris. If carefully arranged, the cost is not great; and under expert guidance most of the famous buildings can be seen and appreciated in ten days. It is of course not enough time for exhausting all that Paris has to offer, but it is very stimulating, and may well lead to further visits when the pupil has left school. It serves a different purpose from the individual's stay in a family, and naturally does not increase the knowledge of the language in the same way.

There have been boys' camps, usually somewhere on the north coast of France. They are no doubt interesting for a change; but I do not think that they often bring much gain from the French teacher's point of view; the boys talk English among themselves, and they do not get much opportunity of observing French life and ways.

This enumeration of various ways in which the modern language teacher can supplement his class work shows how much progress has been made since the days when I was a boy. I am not sure that it is complete, though on reading it through I have noted only one omission: the French "cercle" or German "Kreis," which I have found established in a number of schools. At these reunions, which take place fortnightly or monthly, the foreign language only is spoken. Plays are read with divided parts or rehearsed for performance, games are played, songs are sung, and the more advanced pupils read papers on some subject of literary interest. The management is best entrusted to the pupils, the staff acting in an advisory capacity.

I should be glad to think that this article may prove suggestive to some of my fellow-teachers; and I am sure the columns of this journal will be open to any who desire to add to it from their own experience.

TOPICS AND EVENTS.

MUSIC TEACHING IN SECONDARY SCHOOLS.—The report, which the Principal Inspector of Music has recently issued through the Board of Education, now makes its appearance as Circular 1252, and the criticisms and recommendations contained therein should be noted by all engaged in the work of music teaching.

The progress made in the last seven years—i.e. since the circular on Music in Secondary Schools was issued—gives one a general impression of disappointment, says Dr. Somervell, and he proceeds to give the following criticisms which are here briefly summarized:—

1. The teachers seldom work to a definite syllabus.
2. The pupils are not given a definite standard to work to.
3. The material used for sight reading is often unsuitable, and the supply of books inadequate.
4. The number of songs learnt by the children is much smaller than it should be.
5. The teaching of the staff notation is often unnecessarily postponed.
6. Aural training is seldom found to include ear tests for rhythm.

In this report Dr. Somervell offers much sound advice as to the way the necessary improvements may be effected. The music class teacher of the past has had but little preparation for his important task, and has generally approached it with but the knowledge derived from the study of his particular instrument, or the human voice alone. But now, all the leading musical institutions have special courses for the training of music teachers, and the class teacher of the future should be better equipped for his task, than were his immediate predecessors.

THE TEACHING OF NATURAL HISTORY IN SCHOOLS.—There has recently been issued by the Zoology Organization Committee (Section D, British Association) a Report calling attention to the neglect by school authorities of the animal side of Biology, and strongly urging the claims of Zoology to be included in the

curriculum as part of the education of every boy and girl. The Report of the leading Zoologists who compose this Committee points out that, among civilized countries, in England alone can a boy or girl leave school at the age of 18 without having received any instruction in animal physiology or the natural history of animals. In Japan the middle school (14-19 years of age) courses include, in addition to Botany and Physiology, a two years' course of Zoology of a very high standard, which is taken by all scholars without exception. Objections that are raised against Zoology as a school subject are considered in the Report; valuable practical suggestions are made as to how such difficulties as do exist may be satisfactorily and without heavy expenses overcome; and a schedule of subjects, based on what is actually being done in a few schools, is offered. Nor is the moral aspect of the matter omitted: knowledge of the ways and adaptations of animals is the surest remedy for cruelty; of the structure and working of our own body almost a guarantee of self-respect and clean living; while it is only by means of animal biology that the phenomena of sex-reproduction can be adequately and wholesomely imparted.

A PICTURE FILM OF BURMA.—Solar Films, Ltd., are presenting at the Philharmonic Hall, London, a film story of Burma as the first of a series of travel films by means of which it is hoped to arouse interest in, and stimulate good feelings towards, distant parts of the world. The film is orally described during its presentation by the leader of the expedition which was specially made to obtain the photographs, and one is glad to miss the laboured text usually thrown on the screen. When the film has been cut by the elision of many feet where the interest is neither human nor pictorial, so that the performance will take about an hour, it will be a valuable study in geography suitable for use in schools. Without the flashes of dry wit from the lecturer the presentation as made at the Philharmonic Hall would have been tedious for at least a third of the time. The film does not aim at presenting a complete picture of the country, for we noted the omission of pictures of the ruby mines, Burmese at work in the paddy fields, overseas shipping at Rangoon; on the other hand, the novelty of the pictures of a Shan woman and her earrings, the Burmese dancers, and the leg rowing of dug-out canoes for passenger or cargo transport appeals strongly to the wonder element in children, both young and old.

CONFERENCE OF EDUCATIONAL ASSOCIATIONS.—Copies of the Report of the Conference of the Educational Associations, held during January, can be obtained from the Conference Secretary, 9 Brunswick Square, W.C. 1; price 5s. 6d.

BRITISH ASSOCIATION REPRINTS.—A number of reprints of reports presented to, and discussions which took place at, the Edinburgh meeting in September last of the British Association for the Advancement of Science, have been published from the office of the Association at Burlington House, Piccadilly, W. 1. The following will be of interest to teachers: No. 1, "Science and Ethics," by Dr. E. H. Griffiths, price 9d.; No. 2, "The Structure of Molecules," price 9d., a report of the joint discussion held by Sections A (Physics) and B (Chemistry) on this subject; No. 5, "Charts and Pictures for use in Schools," price 1s., consists of the report of the committee appointed to inquire into this matter; No. 6, "An International Auxiliary Language," price 1s., another committee report presented to the Association; and No. 7, Report of the Conference of Delegates of Corresponding Societies, price 2s. The latter includes Sir Richard Gregory's presidential address, "The Message of Science." It will be extremely useful to have noteworthy papers, reports, and discussions of this kind in a handy pamphlet form, and it is to be hoped that the practice of issuing these reprints from the Annual Report will be continued.

THE LIBRARY IN AMERICAN SCHOOLS.—ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.—At a meeting of the Association of University Women Teachers, held at the London Day Training College on February 13, Miss Alice Woods gave an account of library work in America. The great object of American libraries is to educate the people by covering every subject and uniting recreation with æsthetic pleasure. In Massachusetts there are 114 libraries, which are of three kinds: (1) public libraries, almost entirely supported by the State; (2) free libraries, established by gifts and receiving grants from the State; and (3) institution and private libraries belonging to colleges, schools, &c. Much is done to interest the general reader, especially when the library is connected with a museum, by the arrangement of exhibitions and classes and by the lending of pictures as well as books. A prominent feature of the library system is the importance

attached to school libraries. For the post of school librarian a degree and good training is in most cases essential. The librarian, generally a woman, is expected to give lessons and talks on books and the use of libraries and also to supervise each child's reading; an interesting feature in this connexion is the writing of reports by the children on the books they read. She is responsible for the purchase of books and often has to act as adviser not only to children but also to teachers and parents. The public libraries frequently provide books and illustrations in connexion with particular subjects for use in schools.

AN EXPERIMENT IN INDIVIDUAL TRAINING.—An experiment in operation at the Clapton Secondary School was described by Mrs. O'Brien Harris at a meeting of the Association of University Women Teachers, held on February 13 last. The three middle school years are united by the introduction of a house system, and a girl remains in one house for at least three years before joining girls from other houses. Each girl is given an individual time-table within the limits imposed by examinations, and the main subjects are divided into ten stages. Stages 1 and 2, covering about a year, are taken before the girl enters her house; stages 3 to 7 inclusive cover a minimum of nine terms, during which period the girl remains in her house; stages 8, 9, and 10 belong to the matriculation year. This scheme leaves considerable freedom in the choice and arrangement of work, so that it is not necessary to do every subject during the whole of the three or four years. Girls can pass from one grade to another in a given subject without being restricted by the necessity of keeping with the other members of a form, and, in addition, the arrangement allows time for outside reading. About one-third of the time is devoted to manual work, such as drawing, weaving, spinning, and needlework. At the beginning of the term a time-table is drawn up to include all the stages that were likely to be wanted in any subject. The work of each girl is then adjusted in accordance with this and she is allowed freedom of choice in so far as her individual work will fit in with the general time-table, while she may, if not at a class, work in the library. The system, while allowing the girls considerable individual freedom, allows a larger proportion of teaching than is possible under the Dalton plan.

UNIVERSITIES AND SCHOOLS.

WALES.

Welsh Local Education Authorities do not look with a favourable eye upon the Government proposals to cut down expenditure on education, and protests have already been made in several of the most important areas against any measures which will tend to diminish the efficiency of education. The general trend of opinion in Wales is that there is only a very limited scope for curtailing expenditure in education, since the educational services have been carried on in the past at a minimum cost and with inadequate resources. Secondary education in particular, owing to the absence of endowments and large benefactions, has been severely restricted in its developments, and it is only by considerable sacrifices on the part of the middle classes and the artisans that the present system has been established and maintained. Salaries were low, and the funds available for appliances were scarcely sufficient. It is therefore felt very strongly that if the more favourable conditions under which the work has been carried on during the last few years are upset, the country will lose much more in efficiency than it will gain financially.

In the domain of higher education it is also notorious that the proper development of the University has been seriously handicapped throughout by lack of funds, and therefore the suggestion that there should be any curtailment of its resources is viewed with grave concern by the University authorities. Whatever may be possible therefore in England in the way of economy, there is little room in Wales for cutting down educational expenditure, for in all branches of education the struggle against adverse financial conditions has been continuous. The traditional attitude of Wales towards education is a sufficient guarantee that it will not be enthusiastically in favour of reducing its present educational facilities.

The Cardiff Education Committee have resolved to support the protest of the Manchester authority against the proposal to decrease the facilities for secondary education by limiting the number of free places and to increase the size of classes in the

Educational Expenditure.

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Attitude of Authorities.

elementary schools. Intermediate education is estimated to require a sum of £30,962, of which £18,511 is allotted to salaries, and technical education £55,898, of which £22,910 will be paid in salaries. It is also interesting to note that the city has undertaken to pay the difference between the scale allotted to the elementary teachers by the Board of Education and the actual scale agreed upon by the Committee. The same attitude towards the Geddes report is adopted by Monmouthshire and by the Rhondda Education Committee. A curious situation has arisen in Merthyr Tydfil over the payment of the penny rate towards University education. The full amount due from the Council is £1,030, but for some unexplained reason only £900 has been collected. The University therefore will have to be satisfied with a diminished total.

It was practically arranged that this College should be transferred to the University College of Swansea on April 1, and arrangements were nearly completed. It appears, however, that the Treasury have raised objections on financial grounds to the proposal, so that the scheme is not likely to be carried into effect at present.

The first week in March was set aside by the University College for inter-collegiate games and debates. Lectures were suspended and festivities of different kinds were substituted for them. As the result of the inter-college competitions, Cardiff College will meet Bristol University in the semi-final of the Inter-University Rugby Championship.

Negotiations have commenced between the Council of Swansea University College and the Glamorgan Education Committee for the establishment of a Mining School at Swansea. The school will cost about £80,000 to establish with an annual expenditure of £4,000. The Central Welfare Committee formed under the Mines Act is to be asked for a grant towards the cost. This Mining School, when established, should prove to be a most valuable centre of instruction as Swansea is situated in close proximity to the anthracite coalfield. The Schools at Treforest and Crumlin cater for the needs of the eastern area and therefore there is no reason why the new school at Swansea should encroach upon the ground already covered by the former.

Mr. Fisher, in reply to a question in Parliament, stated that the number of full-time Inspectors in Wales, of all grades, is twenty-seven, and that the total cost is £22,954.

SCOTLAND.

The spate of memoranda, articles, and speeches, on Circular 44 shows no signs of abating. The interest displayed in the matter of higher education as it affects the people at large is really extraordinary, especially at a time when there are so many other calls on public attention. Either the old-time zeal for education is more alive among us than is commonly supposed, or Scotsmen cannot let a fine chance for controversy pass too quickly. One good feature of the discussion is that it is gradually bringing out fresh views. The point made by Mr. Clark, the Glasgow director, seemingly on special information, that the scheme of the Circular in its essentials was all ready three years ago, provides an answer to those suspicious persons who read it as a kind of appendix to the Geddes Report. It is certainly reassuring to know that it was not in prime intention an economy scheme, and makes it the easier to prevent it becoming so now. If there is one thing on which Scottish opinion is thoroughly sound it is the need for more rather than less money being spent on post-primary education. The significance of a remark made by another well-known director that teachers may well find that the effect of the policy of the Circular will be to diminish rather than increase their freedom, is also being realised. Behind the several proposals seems to be an endeavour to transfer as many of the functions of the Education Department to the local authorities as possible, and though insistence is laid on the co-operation of authorities and teachers, there is a considerable likelihood that the change may involve a closer and more restrictive supervision of school work by local officials in place of the remoter and less interfering control of inspectors. Teachers in urban districts are generally aware of the danger, and are pressing forward with proposals for joint control of examinations, &c., but so far the rural teachers seem to be doing nothing. The opportunity for putting the professional ideal of self-government into limited practice is waiting to be

seized, with the possibility of decreased powers as the penalty of failure.

Even before the publication of the Geddes Report a number of the authorities had started to reduce their staffs, some by increasing the size of classes, others by insisting on infants' mistresses and head masters in smaller schools taking full charge of a class. Mr. Robert Dickson called attention to one serious side-effect of this policy at a recent meeting of the Edinburgh Provincial Committee. He said that he could foresee that a great number of students leaving the Training College would not find places for a considerable time, and he suggested it would help to prevent unnecessary unemployment among young teachers if next year the normal course were extended to three years, and no students admitted without the full-leaving certificate. It was somewhat paradoxical that on the same day the pressing need of a substantial increase in the number of students for the teaching profession was being urged in the Glasgow Provincial Committee. The Rev. Dr. Murray pointed out that in the district served by the Committee there was an annual wastage of 500 or 600 teachers, and that over the five years from 1920 to 1924 the average number leaving the College yearly would be only two-thirds of that. The fact is that both the Edinburgh and the Glasgow statements are correct. There is impending a serious shortage of teachers, and yet for some months to come there is likely to be unemployment among young teachers. The situation is indeed more difficult than is commonly thought, and the Provincial Committees will deal with it at once if they are wise. With teachers waiting long for openings and a prospect of reduced salaries, the present increase in the number of new entrants to the profession will come to a dead stop, and the shortage of teachers will in a few years become very serious.

The situation is already critical in the case of teachers of special subjects like art, manual training, and domestic science. Even at ordinary times the supply of such specialists tended to exceed the demand, and now that some of the authorities, with an ignorant disregard of the great importance of these subjects, are beginning retrenchment with them, the waiting lists for appointments are full up for a long time ahead. In these circumstances all these groups of teachers are asking that the standard of entrance qualifications be raised. All of them want the leaving certificate as a preliminary qualification, and the domestic science teachers ask an extension of training for some of their numbers, in addition. In view of this the matter of a Degree in Domestic Science has been brought before the Council of the Educational Institute and the Secondary Committee of the Council is now taking steps to bring the proposal before the University Courts. The scheme as outlined is for a degree like the B.Sc. in Agriculture or in Engineering, in which certain scientific subjects of a general character will be taken at the University, while the peculiarly domestic subjects will be taught as at present in the Domestic Science Colleges so as to give a guarantee of high attainments on the practical side. The times are not very propitious for such a venture, but if, as the exponents of the scheme suggest, it can be reached by a co-ordination of effort on the part of the universities and the colleges without any considerable extra expenditure, it may have a chance of success. The universities, as concerned with the scientific bases of all the great concerns of human life would do splendid service, not merely to woman-kind, but to the whole community, by putting domestic science on a footing of equality with the practical subjects already recognized by them. Not the least important effect of this academic recognition of the sciences and arts of the home would be its influence on the status of the feminine interests in the schools.

By agreement between the Glasgow Education Authority and the Education Department a special case was submitted to the Court of Session in order to settle a point which has been in dispute since the establishment of the new authorities. Under the Act of 1918 an authority might make payments to its members for expenses necessarily incurred and time necessarily lost from ordinary employment in attending meetings, at the rate of 7s. 6d. for a half-day, and 15s. for a whole day. The question at issue was whether this provision was only intended for artisans and others who would lose wages through absence from work, or was due to professional and business men as well. For the purposes of the action the first four persons on the alphabetical list of Glasgow members in the latter position were taken as representative, the four being

a doctor, an accountant, a minister, and a manufacturing stationer. The judgment of the Lord President of the Court of Session was in favour of the Education Department in all four cases. In the case of shopkeepers and in professional vocations of all kinds, he did not say it would be impossible in any circumstances to show that the withdrawal of a man from his work during part of his ordinary working day caused him a necessary loss. But it was not enough to establish a necessary loss of remunerative time to say that a clergyman was in charge of a cure, or that a medical man was conducting a practice, or that an accountant ran an office in town. The decision has met with general approval even on the part of those affected by it. It is recognized on all hands that professional men should not make personal profit out of their service to the community on public bodies. In view of the fact that many "economists" are casting aspersions on the authorities who paid all members' expenses, it is but right to add that the errant authorities had ample warrant, if not in the ambiguous terms of the Act of 1918, at any rate in the definite statements of Mr. Munro in the House of Commons when this section of the Act was under consideration.

The Emslie Case Again. After four years the Emslie case continues to distract Scottish teachers, a veritable old man of the sea for the Educational Institute. The latest developments only make more difficult and more puzzling a very difficult and puzzling situation. First of all a special committee of the Council of the Institute, practically reversing the findings of last year's special Committee, has declared that Mr. Emslie was unjustly dismissed from Spier's School, Beith, in 1920, and that for the conflicts with the teachers of the school which led to his dismissal, not Mr. Emslie but the teachers were to blame; and following on that the Council of the Institute without committing itself very definitely to any course of action, agreed to make him a payment of £2 a week since the date of his dismissal. A week later the Court of Session, to which Mr. Emslie, acting on his own initiative and without the backing of the Institute had appealed, pronounced adverse judgment both on his case and on himself. His criticism of the previous management of the school was repelled, his attitude to his teachers condemned, and his contentions that he had been illegally dismissed set aside. By this decision the Council of the Institute is put in an awkward position. Whether it spends money in backing Mr. Emslie in further legal proceedings, or comes to the conclusion that Mr. Emslie having got into deep waters through disregard of previous advice is not to be helped to plunge still deeper, the case seems likely to go on, because there is really no satisfactory way out.

FOREIGN AND DOMINION NOTES.

UNITED STATES.

University Reports. So far as we can judge, it is in the direction of Research that the American universities are expending most energy and making most progress. The Report of the President of Johns Hopkins University for 1920-21, lays stress on "the encouragement accorded by this institution to research." So President Butler, in his Report on Columbia University in 1921, tells how his academy has in full operation an Institute of Educational Research and an Institute of Cancer Research, whilst Research Institutes for electrical physics and public health are germinating. He writes, moreover, significantly: "The time will soon come when to the other research undertakings of the University there may be wisely added an Institute of Industrial Research, the scope of which shall include not merely the strictly engineering problems of industry, but also those human problems upon the proper solution of which the permanent effectiveness of industry must ultimately depend. The work of this institute would invite the co-operation of the engineer, the psychologist, the economist, and the sociologist." Both the Reports are of a hopeful sort. We observe that on Commemoration Day at Johns Hopkins the invocation was pronounced by Dr. William Rosenau, Rabbi of Ohel Shalom Synagogue—which will shock Oxford. President Butler's Report is, as usual, wide in view. He incorporates in it an account of the several Presidents of Columbia, himself the twelfth. We confess to a little human sympathy with the second, the Rev. Myles Cooper, who "beat a precipitate retreat on May 10, 1775" in consequence of certain epoch-making events. A Fellow of Queen's College, Oxford, in 1758 he had printed a volume of poems, and in 1763, only twenty-eight years of age,

he was appointed to Columbia, or "the College at New York"—he, too frail for the coming storm.

About Teachers. In the *Educational Review* (LXIII, 1) an able article, headed "Spinning Sand," throws light on the shortage of teachers in America, and may have something of suggestiveness for Britain. We extract some of the luminous matter. The average life of the American teacher is three and a half years. In the schools nearly 185,000 posts become vacant every year; there can be obtained from all sources only 25,000 trained, or partly trained, teachers; it follows that 160,000 posts must be filled by the untrained. "The teacher-training schools are busily engaged in trying to spin the raw human material with which they deal into the strands of a mighty cable for that anchor of all our democratic institutions, the American school system. But they are simply spinning sand. No such cable can be fabricated from the material at hand and under the conditions which now obtain."

Teaching as a Profession. If America is to have schools in which the citizens of its complex democracy, with an international outlook and international associations, may learn to "think straight and to think through to reasonable and tenable conclusions," teaching, says the writer of the article, must be made a real profession, the business of a life-time. How stands it now even with those in training? "The observant teacher of prospective teachers is aware of some strange and disquieting things as he views the procession of young people in the halls of a teacher-training college. The procession is feminine—ten girls and then one lone boy. These girls are young and full of life. They are in school for the most part to take a two-year course, the shortest possible which will allow them to teach, and at the same time exempt them from taking biennial examinations for the renewal of a certificate to teach. They dress in the current fashion. The clothes they wear in school are better than the wives of their instructors can afford for dress occasions. French heels, pointed toes, and silk stockings are plainly visible. The skirts are as narrow as the narrowest. The hair is puffed around the ears. Every girl preparing to teach entertains a secret hope—and they are not so shy in 1922 but that the discerning man might guess the secret—that her excursion into teaching will be brief and will end in matrimony. Why not? The right is hers. Through marriage she is only fulfilling her destiny." As to the young men, outnumbered, as it was said, some ten to one by girls, only a few expect to teach permanently; many seek from teaching nothing but the money with which to get a professional education or to set themselves up in business.

The Married Woman as Teacher. Of the means by which the American writer proposes to attract and keep recruits for the army of educators we indicate only one—the retention at good salaries of married women as teachers. *Not laying down any law ourselves*, we submit the quotation that follows to the attention of local education authorities in England who may be disposed to lament a shortage of teachers. "The married woman's salary as a teacher should be large enough to enable her to employ a housekeeper to perform the manual duties of preparing the meals for the family and managing the house, thus leaving the teacher-mother her time at home free to be devoted to her husband and children, with an ample margin for reading and for rest and recreation. In addition to this, she should have enough money above what she pays for service to make it worth her while to be a professional woman performing a regular daily service for the welfare of the community. Again, the married woman who teaches should have a reasonable leave of absence with pay at the time of the birth of a child. A programme like this would induce girls to take a full course of serious training for teaching. They could do so with the knowledge that the technical training they are getting in the teachers' college is to be useful for life, that it will not bar the way to matrimony, even that such a training, and the ability to contribute in money to the support of a household and family, will make them more sought after as wives than are girls who are wholly dependent upon their husbands' earnings."

About Teachers of English. There was in England a Dark Age when the teacher of English was one assumed to know English because of his ignorance of classics and mathematics; just as it was once assumed that a German, being a foreigner, would necessarily know French as well as German. Times change. In the United States there is a representative National Council of Teachers of English. At its last meeting it was proposed that the Council, through its Committee on Scientific Investigation, should set up some tests of any person's fitness to teach English, and then standardize these tests by rigorous

(Continued on page 228.)

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scientific procedure. When this work is completed, said the proposer, it should be possible to forecast a candidate's probable success in the teaching of English, and also to find the weak spot in the equipment of any teacher actually in service. We suggest that some training in voice-production should be one of the qualifications required both in America and in England.

MEXICO.

Mexico, a land of past romance and of epidemic revolution in modern times, has recently set an example to the world in the serious interest it is taking in education. Hitherto, in addition to its national troubles, it has been mainly in the American public's eye either as the land most convenient for oil exploitations, or as the nearest field for missionary endeavour. There is now ample evidence that the seeds of education sown by the latter are producing a remarkable harvest. The Government have allotted in their 1922 Budget, 45,000,000 pesos to the development of public education as against 9,000,000 pesos in 1921, and 2,000,000 pesos in 1920. It is a striking fact that this tremendous increase in the Educational Budget is concurrent with the cutting down of the War Budget for 1922 to 33 per cent of the total as against the 80 per cent of recent years. The new Minister of Public Education is initiating a great scheme against illiteracy, and is also distributing widely a monthly review entitled *El Maestro* (The Master) dealing with educational matters. Different schools of the National University of Mexico have already more than 7,000 students, and there are 12,000 students on the register of the Mexican technical schools. The National University of Mexico is also doing valuable work through an editorial department. It is publishing the masterpieces of the world's literature and presenting free copies to the libraries of the country. The whole aim of the new educational system is to develop a true sense of social responsibility and of the value of human personality.

CEYLON.

According to the Education Report (just received) for 1920, the total number of pupils returned as attending at school in that year was 397,950. In 1919 it was 409,736; thus there was a decrease of 11,786—a consequence mainly of epidemics, whilst the shortage of food during the year kept many children away from school. So valid were the excuses for non-attendance that prosecutions for it were suspended in several districts. Efforts were made to relieve the general distress through the schools. At Colombo the municipality voted a sum of Rs.5,000 for free meals to children in the town schools, and in the Maligakanda, Green Street, and Dematagoda schools meals of barley and sago congee were supplied. Yet in spite of these free meals the attendance was bad: the children were needed at home or they belonged to the floating population of Colombo which moves whither labour is required. In the vernacular schools of Ceylon it was found hard to maintain any standard of "personal hygiene." In the English schools, a satisfactory feature was the attention paid to physical exercises and sports, old Sinhalese and Tamil games being introduced with much advantage. In the Report of the Inspector of Secondary Schools we find again that condemnation of the waste of time in conveying a mere smattering of Latin which comes from so many parts of the Empire. We exported the tradition of classical education, but not the machinery. The "cultural value" of Latin ill taught for two or three terms is *nil*, and Britain beyond the seas is proclaiming the fact.

There were in 1920 about 126,000 girls under instruction, a smaller number than that in the previous year and representing only 40.8 per cent of the girls of school-going age. Creditable results were obtained in the Cambridge Examinations. The schools were, for the most part, well organized and sufficiently equipped; but there were deficiencies to be observed in respect of physical training and the use of outdoor games. For lack of capable teachers there were several schools that had no singing classes. The Inspector urges that more pains should be taken to make the girls open their mouths and to teach them what the organs of speech are, and how particular sounds are formed.

QUEENSLAND.

Last year the Queensland Teachers' Union passed a resolution: "That the Senate of the University be requested to make its education free to all qualifying by examination." The Acting Under-Secretary of the Department of Public Instruction replied

that, were fees abolished, it would be necessary to raise £6,650 a year from other sources. In many parts of the Empire academies, with all their fees, are being compelled to ask for external, in addition to State, support.

SWITZERLAND.

Switzerland takes interest in the new testing of vocational aptitude. At Zürich the Jugendamt of the Canton has established what is called a *Psychotechnische Prüfungsstelle*, or place of psychotechnical examinations, where, without charge, are tested any "young persons" who are sent by the ordinary vocational advisers. It is stated that many large firms have studied with approval *Psychotechnik* and its methods. We indicate briefly the progress that has been made in this field. At first the aptitudes of the child were examined, and it was asserted speculatively that he was fit for this or that trade. Now the trades themselves are being probed, to discover what are the exact demands that each makes; what in body and mind it taxes.

LITHUANIA.

The Statistical Bureau of the Lithuanian Ministry of Education has issued figures concerning the development of popular education last year. At the present time there are throughout the country fifty gymnasia and pro-gymnasia with an attendance of 7,808 boys and 5,640 girls. Of the gymnasia fourteen are governmental institutions. There are twenty-five pro-gymnasia of which twenty are Lithuanian, three Jewish, and two Polish. The ratio of Lithuanians is far larger in the Government gymnasia and pro-gymnasia than in private institutions. In Government educational establishments the total attendance is 3,326, of whom 95 per cent are Lithuanians. In private establishments the attendance is 5,947, of whom Jews number 3,364, Lithuanians 1,386, Poles 851, Germans 179, Russians 153, Letts 17, and others 3.

PRIMARY SCHOOL NOTES.

The Attitude of Teachers.

THE strong opposition of teachers to the "cut" of 5 per cent upon salaries for superannuation purposes can only be appreciated by a clear understanding of its significance. It is not known, for example, that under the terms of the contributory pension scheme which existed prior to the introduction of the existing Act, large numbers of teachers were annually deprived of a portion of their salaries without any return being given; and there was no option to refuse contributions. Teachers who retired before the age of sixty-five years received no benefit, neither did women teachers who left the profession upon marriage. Ordinary insurance companies gave much superior returns for the same premium, and the Government made a handsome profit by its extortions. It has been estimated that a man class-teacher receiving scale III of the Standard Burnham Scales would pay, upon the basis of a 5 per cent contribution with compound interest at the rate of 5 per cent, upwards of £1,800 towards his superannuation at the close of 40 years of service. Allowing for the deferred salary payment, such a teacher would have to live more than eight years before he secured the return of his own subscriptions. And as the break-down allowances of the present Act are based upon the payment of one-thirtieth of the annual salary while the proposed contribution is based upon one-twentieth of the annual salary, it is obvious that teachers are not likely to accede to such a proposition.

The Easter Conference at Torquay.

THE Annual Conference of the N.U.T. is likely to assume national importance this year. The proposals of the Geddes economy have been received with such resentment by the community that their partial withdrawal by the Government has done little to appease it. There is deep anger at the suggestions to revert to large classes and to limit opportunities for higher education. The simultaneous cutting down of evening school courses will also be keenly criticized in many districts where substantial reductions have already been made. There is reason to believe that the electorate is looking to the teachers to give a lead upon these questions; and the elections at Clayton,

(Continued on page 228.)

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Camberwell, and Bodmin tend to prove that parents and friends of children are quite prepared, when necessary, to make education their politics. The need for a lead has become the more imperative in view of the complete failure of officials at the Board of Education to stand up effectively for the children of the nation at the inquiry of the Economy Committee. There is strong evidence that many teachers at the present time are anxious for the Union to take political action upon the education question. Hitherto it has rigidly refrained from such a course, the schools are the concern of all political parties, but failing the development of more favourable factors, it is quite possible that the Torquay Conference may revise this traditional policy.

Dismissals of Teachers.

REPORTS from various parts of the country indicate that economies are being made by the dismissal of teachers, and that, in view of their greater numbers, women are the chief victims. It is generally known that married women who had formerly been teachers were asked to resume service during the war when school staffs were depleted; and in view of the shortage of teachers special inducements were made in the Superannuation Act for the continued service of married women teachers. In order that the advantage of a proportionate superannuation allowance might be secured many of these teachers have remained in the schools where they have rendered splendid service. That they should now be specially selected for dismissal is unfortunate from every point of view; many of them are fully trained, and all possess long experience. The number of married women teachers in the schools may be estimated at 30,000, and their training has approximately cost the State £3,000,000. Their dismissal, in every case, means a loss of educational efficiency in the schools; to argue that the remaining teachers can do the additional work implies complete ignorance of the conditions under which class teaching is carried on. At the present time teachers are crying out for relief from the intolerable strain imposed by war conditions, which has not yet been perceptibly removed. If there is any considerable extension of the practice of reducing staffs immediate steps will have to be taken to safeguard the teachers who remain from the risk of breakdown. The abolition of clerical work, school inspection, the better distribution of school holidays, limitation of the curriculum are all matters requiring consideration in this respect; but that ultimate deterioration in the standard of national education will follow, is, unfortunately, the inevitable result of this type of "economy."

REVIEWS AND MINOR NOTICES.

PSYCHOLOGY OF EDUCATIONAL ATTAINMENT

London County Council.—Mental and Scholastic Tests: Report by the Education Officer submitting Three Memoranda by Mr. CYRIL BURT, M.A., Psychologist, on Mental and Scholastic Tests. (21s. King.)

It is well in these days to bear in mind that "economy" has a positive as well as a negative aspect. Spending less money is only the negative aspect. The positive aspect, and by far the more important, is to ensure that the money and energy is spent to the best advantage; and if in the present crisis the teachers, educational administrators, school doctors, and education committees concentrate their attention upon this aspect, future generations will regard the present regrettable necessity to economize as having some redeeming features. If, educationally, we cannot, during the next decade, get the desirable quantity, let us do our utmost to improve the quality of our products. To do this, it is necessary to make a searching inquiry of the shortcomings of our present educational system; and this in turn necessitates a detailed analysis of the educational attainments of the pupils at present in the schools. To enable us to undertake this analysis Mr. Burt's volume appears at a most opportune moment.

The book consists of three memoranda submitted by Mr. Burt, as psychologist of the London County Council, to the Education Officer. The first memorandum contains a discussion in detail of all the tests of the Binet-Simon Scale of Intelligence and of various suggested modifications

of it such as the Stanford Revision and the Point Scale. The notes upon the method of procedure and the evaluation of answers will prove most valuable to all teachers, doctors, and psychologists who use these tests. In these notes Mr. Burt has given us the results and conclusions not only of his own wide and unique experience, but also those of all the leading psychologists who have applied the tests critically. No better guide, if indeed any as good, could be placed in the hands of the person who wishes to learn how best to apply the Binet-Simon Scale.

One of the most welcome features of these notes is that the author has not restricted himself to the quantitative aspect of the tests. The Binet-Simon tests, like all other mental tests, are valuable in so far as they provide opportunities for the experimenter to observe the mental processes of the child in solving or failing to solve them. There is a danger that many who apply the Binet-Simon Scale think that the chief result to be attained is a scale of marks. Of greater importance is to observe carefully the distinctive character of the difficulties the tests present to the child, why they are difficulties to him, and how he tries to overcome them. To observe and not to measure is the primary function of any person who applies mental tests. Mr. Burt's notes give many valuable suggestions as to what the tester should look for.

Memorandum II contains an exhaustive analysis of the data Mr. Burt obtained by the application of the Binet and other supplementary tests. There is so much important matter in this memorandum that it is impossible in this brief survey to give an idea of the ground covered. Amongst the problems discussed are the order of difficulty of the tests for normal and mentally defective children, the allocation of the tests to appropriate ages, the distribution of intelligence, the line of demarcation between normals and defectives, the relation between mental ability and educational attainments, and the application of the tests to juvenile delinquents. One of the most interesting sections is that which deals with the diagnostic value of the various tests in the differentiation of mentally defectives from normal children; and the results given should lead to increased efficiency and much economy of time and energy in the application of the intelligence tests.

To teachers the most interesting memorandum is the third, which deals with tests of educational attainments. Norms of performances with most of the important school subjects for pupils of various ages are given in detail. Moreover, the author gives a masterly analysis of the psychological factors that make for success or failure in each subject. Of special interest are the detailed notes on individual cases of backwardness. Education as a science is primarily concerned with the individual child; and the psychologist carries most conviction with the teacher as to the importance of the study of the human mind, when he brings his science to bear upon the practical difficulties which the backward child presents. We hope Mr. Burt will give us in the near future studies of individual children similar to the most suggestive and helpful instances given in the latter part of this volume.

It is not too much to hope that the appearance of this book will mark a new era of better understanding and more complete co-operation of the educationist and psychologist. Primarily the volume must be judged as a statistical survey; and it is the most complete and thorough work of its kind yet published. It has been said that statistics merely propound problems, and experiments solve them. If this be true, the author has given the educational and psychological world not only reliable statistics—reliable as his discussions prove that he has an intimate knowledge of his vast mass of data—but also suggestive solutions of the problems his statistics present. Mr. Burt's volume will probably prove to be a standard work of reference that will yield valuable data to all administrators of education, class teachers, and school medical officers.

(Continued on page 230.)

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HYGIENE AND CHILD DEVELOPMENT.

The Hygiene of the School Child. By Prof. L. M. TERMAN. (Riverside Text-books in Education—Division of Secondary Education. 10s. 6d. net. Harrap.)

Prof. Terman's books on intelligence are deservedly so well known and appreciated that his observations on other factors in school life will receive a warm welcome. The present volume deals with the hygiene of mental and physical growth and with the fundamental facts of the physical development of the child. The author regrets that the attitude of modern education toward the body has been influenced by mediaeval rather than by Greek and Roman ideals; to the latter the disproportionate amount of training given to the thinking activities would have seemed preposterous; they would have agreed that knowledge without health cannot profit us, and that a strong heart helps us to resist temptation. The keynote of the volume is that thinking, biologically speaking, is never its own end but a means towards an essentially motor adaptation. Applying this to education, knowing would not be exalted above doing, much time given to book instruction would be replaced by opportunities for activity, the child's mind would cease to be the enemy of his body, and the welfare of each sought in the maximum culture of the other.

Special chapters deal with the laws of growth and the factors which more especially influence the process, malnutrition, the hygiene of the special senses, sleep, preventive mental hygiene, and some evil effects of school life. Educationists may appreciate the points as presented to them by a professor of education in a degree which the reports of school medical officers and even the text-books of school hygiene by medical authors, even of the greatest experience, have failed to produce. If there be any criticism of the balance of the book it would be that it is strongest on the psychological side in which the personal experience of the author can be read in every line, than on the medical side where he is forced largely to quotations. For this reason the book forms a valuable pendant to the current text-books in use in this country in which the balance is rather on the other direction. The attention of those teaching in institutions for higher education may be directed to the sections on preventive mental hygiene and on possible evils of school life which contain advice and suggestions of the highest import not easily obtained elsewhere. In particular he stresses the safety factor which it is the function of sleep, inattention, and other rest states to conserve. Inattention is therefore an indispensable factor in mental economy, a safety valve, not a moral fault; six or seven hours of interesting instruction daily would surpass the limits of safety. School reform is still needed; until there is not only good school construction, thorough and universal medical supervision, more manual instruction activities, an elimination of home work below the high school, and a rigid limitation of it to one or two hours thereafter, a substitution of freedom for the atmosphere of repression, the school will continue to mingle evil with the good it accomplishes.

The book should be read by teachers of all grades, but they should note some of the references to facilities in Great Britain are not quite up to date, as nothing later than 1913 is quoted, and from the preface it would seem this was the date at which the work was written.

SCIENCE AND ETHICS.

Ethics: An Exposition of Principles. By ARTHUR LYNCH. (7s. 6d. net. Cassell.)

Mr. Lynch has convinced himself that he has invented an entirely fresh system of psychology and ethics, and in order to encourage the confidence of his readers he calls it the Aletheian system, from the Greek word for truth. It cannot be fully understood without reference to the author's psychological works, only one of which has as yet appeared.

The reader is brought up constantly by a reference to the "forthcoming" "Principles of Psychology." There is a good deal to be said for an occasional excursus into the open sea of some of our wider philosophical subjects without reference to the work of any preceding explorer. But in that case it is better to leave one's predecessors alone. To be continually yapping at them while pursuing our own course is distracting, and not very helpful. Mr. Lynch has "heard professors of great reputation talk almost inconceivable nonsense on the very subjects which they professed," so he is perhaps entitled to give up "the academical or empirical" method. But why not drop the whole of the first part of the book, and start straightaway with the real problem of scientific ethics on the basis of truth, energy, and sympathy? The actual working out of the thesis is most interesting. The readers get all manner of unexpected side-lights on truth, and feel that they are in the hands of a man of great freshness and originality, even if they cannot accept his estimates of previous writers. Religious people will be sorry that their approach to the question is not sound, but glad that science on the whole comes to the same conclusion as religion, and will be willing to accept with gratitude the immortality of the soul even if presented by those whom they have been inclined to regard with suspicion. The theories of government are striking, as is only natural when we get an Irish M.P. writing on the subject. We cordially agree that "Governments may be made far more efficient than at present."

CLASSICS.

The Clarendon Series of Latin and Greek Authors: *The Clouds of Aristophanes.* Partly in the Original and partly in Translation. With Notes and an Introduction by CYRIL BAILEY. (3s. 6d. net. Clarendon Press.)

The introduction to this volume is distinctly good; the sections entitled "Athens and the New Spirit" and "Dramatic Performances at Athens" are just what a boy needs to make his reading intelligible to him, but classroom experience alone can decide whether the "experiment" (frankly admitted in the preface) of giving only one-third of a play in Greek and the rest in English, is a justifiable one or not. To a scholar the effect is bizarre in the extreme, but our schoolboys are not "scholars," and we must wait patiently for the verdict of practical schoolmasters upon the whole series—both Latin and Greek authors—to which this volume belongs.

The Odyssey of Homer. Done into English Prose by Prof. S. H. BUTCHER and Dr. A. LANG. School Edition. (4s. Macmillan.)

A "school edition" in limp covers needs some justification, and old-fashioned schoolmasters will be aghast at this official providing of "cribs," but the recently published report of the Prime Minister's Committee on the Teaching of Classics advocated the use of translations, where study of the originals is impossible, and all will agree that if boys are to be given translations they should be given the best, and this is undoubtedly the best translation of Homer into English.

The Year's Work in Classical Studies, 1920. Edited for the Council of the Classical Association by W. H. S. JONES. (3s. 6d. net. Arrowsmith.)

There are some commendable innovations in this excellent annual. The articles—especially those on Greek and Latin literature by Prof. Dobson—have been written in a way which makes an appeal to the general cultured reader, and not only to the classical specialist, and the different writers have not always confined themselves to reviewing the work done in their subjects in the previous year only. "Roman Law," for example, covers the years 1918-1920, and "Greek and Roman Religion" 1915-1920. The editor, Mr. W. H. S. Jones, deserves congratulation upon the innovations, both of which serve to make an estimable, but in past years often rather jejune, annual more than usually readable.

PSYCHOLOGY AND PHILOSOPHY.

Dreams and the Unconscious. By Prof. C. W. VALENTINE. (4s. 6d. net. Christophers.)

This little book conveys an unmistakable impression of reserve knowledge and power. It certainly justifies its subtitle "An Introduction to the Study of Psycho-Analysis,"

(Continued on page 232.)

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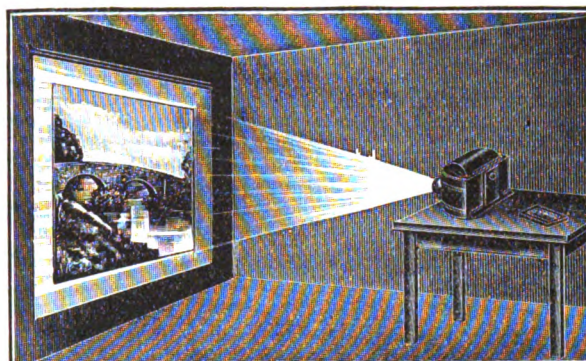
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but it might be almost as justly named a brief statement of the present position of the subject. No better guide could be put in the hands of one who has read much but vaguely in the matter. Prof. Valentine is critical as well as expository, and he is very happy in the side-lights he throws from his own experience. Several of his longish notes at the ends of chapters are very valuable. Probably he is wise in neglecting the much discussed distinction between *suppression* and *repression*. In any case, his pages are the brighter for the limitation to the one term *repression*. The wholesome side of repression is emphasized in a way that will commend itself to practical teachers, and due attention is given to the recent tendency to rehabilitate the old plan of fighting out disagreeable situations rather than *unwillingly* (it is a pity Prof. Valentine has not accepted this useful term from Dr. Rivers) seeking relief in repression. A remarkably able and an attractively concise statement of what is best in Psycho-Analysis.

"The International Psycho-Analytical Library": No. 37.—*The Psycho-Analytic Study of the Family*. By J. C. FLÜGEL. (10s. 6d. net. International Psycho-Analytical Press.)

Mr. Flügel is very modest in his preface. He calls his book a "work of compilation," and tells us that we will find "little that is original" in its pages. This is hardly fair, and it would be unjust to take Mr. Flügel's work at his own estimate. To begin with, there are certain definite contributions to the subject in the later chapters that are of value. But above all the clear presentation of such a mass of relevant matter from all manner of disparate sources is a contribution of itself. Nowhere else is the same material available in such a convenient form. What specially interests the readers of this Journal is the educational application. This is immanent throughout, but is deliberately made at certain points, particularly in Chapter XIX where an excellent account is given of the practical ways in which the child can be successfully weaned from over-reliance upon family supports. The educator, however, cannot read any part of the book that does not offer material for consideration from his special standpoint. In reading these pages one cannot get rid of the notion that one is living in the realm of the abnormal, yet this feeling is continually being disturbed by the possibility that after all a good deal of what is described is too common in real life. We are not, however, always in the cesspool in these pages, and some of the problems presented are not only of great interest, but of great importance. The treatment of "alternation of generations" in Chapter VII deserves very careful consideration by all educators and social reformers. The book is a very handsome one, but surely psychologists should know better than to allow the length of line adopted. The marginal heads, however, to some extent make up for the unwholesome span of the lines.

What Philosophy Is. By Dr. W. T. JONES. (2s. 6d. net. Williams & Norgate.)

Post-graduate students of education often come to their subject in blank ignorance of any form of philosophy, and their teachers are sometimes at a loss to suggest any one book that will meet their immediate needs. The present volume is written deliberately "for the uninitiated in Philosophy," and may be safely recommended as a sort of First-Aid. It must be admitted, however, that a book of this size cannot by any possibility meet the case. As a matter of fact it takes a man who is familiar with the subject to see how skillfully the matter is here presented, and the chances are that the student who begins with this book, will think much more of it when he re-reads it after having read some of the substantive books in Philosophy. Dr. Jones, however, has done his work as well as circumstances permit, and he may well justify himself by the consideration that true philosophy is in a constant state of flux, and that by the time his readers have worked their way into the heart of their subject, they will be able to cover with decent muscle and connective tissue the bare but well articulated skeleton he has presented.

ENGLISH.

English Romantic Poets: *Selections from the Poems of Sir Walter Scott*. Edited by A. H. THOMPSON. (4s. 6d. net. Cambridge University Press.)

This volume is the last of the Cambridge series of "English Romantic Poets," and contains a number of characteristic passages from "The Lay of the Last Minstrel," "Marmion," "The Lady of the Lake," "Rokeby," "The Bridal of Triermain," and "The Lord of the Isles," as well as a selection of the shorter poems. To aid the reader to a full appreciation of the poet's work, summaries of the longer poems are given.

In addition to a full and sympathetic introduction, the volume is enriched by copious notes and a full index of these notes. As in the earlier volumes of this series, the book is well bound and printed.

Poems and Prose Pieces (Illustrated). By Boys in the Lower Forms of Hymers College. (2s. Brown.)

It is becoming quite the fashion to publish little volumes of verse by schoolchildren. Whether such publication is desirable in the moral interests of the young authors is a moot point, but undoubtedly these youthful efforts show how much poetic faculty there is in boys and girls, and give encouragement to those who are trying to elicit it. This little collection contains fourteen poems, seven prose pieces, three bits of music, and three drawings. Four of the poems are communal pieces, that is, pieces licked into shape by the general effort and criticism of the class. All the young authors, none of whom is over fourteen years of age, have a turn for writing verses. The prose piece, "The City of Heroes," is a genuine work of imagination.

A Dictionary of English Phrases. By A. M. HYAMSON. (12s. 6d. net. Routledge.)

This is a veritable *omnium gatherum* of some 14,000 phrases (Latin, French, and English), colloquial and slang expressions, catchwords, and much else of which the "gentle reader" may need an explanation. The author seems up to date; we have found *stunt*, *hyphenated American*, *Sinn Fein*, *Pussyfoot*, *camouflage*, and other recent acquisitions. The explanations are brief and to the point, but admirers of Mr. Winston Churchill will be pained to see "terminological inexactitude" defined as "a euphemism for a falsehood."

(1) *The Kingsway Series of Composition Books*. By R. FINCH. Book III. (9d. net. Evans.) (2) *Perse Playbooks*, No. VI—*Homework and Hobby Horses*. Edited by H. CALDWELL COOK. (3s. 6d. net. Batsford.) (3) *Children of Other Times*. Edited by Herbert Hayens. Third Book. (2s. Collins.)

(1) Book III is not behind the former two of the series in the amount of well-planned work it offers in small compass. The two chapters on verse-writing, with the example given of a fable in ballad form by a child of twelve, are specially useful.

(2) The editor of this booklet has made the happy discovery that "nearly all boys under thirteen can write short lyrics without taking very great pains." The selection given from the boys' work contains many delightful examples, notably the quaintly humorous "Foolish Frog," the "Epitaph," and "Soldiers, Whither Away?" Such work must have been a joy to the children, and the reading of it may demonstrate to faint-hearted teachers, chary of giving up precious time to verse-composition, what a real help to self-expression such exercises may become.

(3) Though this little book lays itself open to the charge of "scrappiness," most of the tales are bright and attractive, and, by their very variety and miscellaneousness, they may help the modern child to escape the common reproach of a lack of general knowledge.

Collins' "New World" Script Writing. Books I, II, and III. (2½d. each.)

Simplicity of outline, which is apparently the main aim of this set of copy-books, is entirely laudable; but, notwithstanding the assurance of experimenters to the contrary, it is impossible to imagine that there is no time lost in raising the pen after every letter. The space between words is so small that the Script is not as easy to read as it should be. The outward sloping curves of the last limb of m, n, h, p are ugly, being at variance with the general uprightness. There is an unfinished look about the tail of the small g, while capital G and C are likely to be confounded. The simple ornament at the foot of each page is a new feature likely to please the small writer.

Manchester University Roll of Service. (10s. net. Longmans, Green.)

This work of compilation has been carried through with the greatest accuracy, and is issued in a form that is worthy of such a memorial. Sir Henry Miers contributes a few dignified words by way of preface. But as a record the service rendered to the country in her hour of need by Manchester University, it is incomplete. It gives us the particulars of all who served in Army or Navy, but it has no place for those who served as non-combatants—for the Professor who organized the Education of the Salonika force, for the student who, being rejected by the Army, enlisted for work with the Y.M.C.A., and went down

(Continued on page 234.)

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☛ This "DIRECTORY" has been corrected to date by responsible officials. It gives (a) number of members; (b) amount of annual subscription; (c) name of "organ"; (d) telegraphic address; (e) telephone number; (f) date and place of next annual meeting; (g) secretary's name and office address.

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with dysentery in far Tiflis, for a graduate who in obedience to his conscience, joined the Friends' Ambulance and served at his own charges, for the girl graduates in medicine who volunteered for hospital work at the front, and took risks far greater than many doctors of the R.A.M.C. whose names find honourable mention in this record, for the nurses who on the torpedoed hospital ship said "Fighting men first." If there is one fact which emerges clearly from the experience of the recent war, it is that no sure line can be drawn between the civilian and the soldier. What the historian of the future will ask for will be a complete record of all the activities undertaken in connexion with the University to help the country. The girls who picked strawberries for the soldiers' jam must have their niche too. Prof. H. W. C. Davis, with the help of a committee, is compiling a complete record of what Manchester did in the war to be stored in the archives of the city. This volume will find a place in it. But alongside it must stand another volume, which still remains to be compiled, and this other will embody all that was done by organized members of the University, female as well as male, old as well as young, in a civilian capacity.

HISTORY.

"Cambridge Historical Series."—*History of Holland*. By Dr. G. EDMUNDSON. (22s. 6d. net. Cambridge University Press.)

The present volume is the twenty-third member of that somewhat unsystematic and varied collection, the "Cambridge Historical Series." Its writer is well known as the highest living English authority upon the affairs of the Netherlands. His chapters in the "Cambridge Modern History," and his contribution to the *Transactions of the Royal Historical Society*, showed that he had a profound acquaintance with the language, literature, and records of the people of the Low Countries. The "History of Holland" now before us treats of all the seven provinces of the United Netherlands, but Dr. Edmundson defends his title on the ground of the unquestionable dominance of Holland over the other six. The plan of the series (which the late Dr. Cunningham was allowed to violate with impunity) is urged as an explanation of the omission of any detailed treatment of the mediaeval history of the region in question. Dr. Edmundson's story begins with the fifteenth century concentration of the bulk of the Netherlands in the hands of the Burgundian dukes, and it is continued to the present day. It contains many episodes of absorbing interest, and it is told in a style of admirable lucidity and dignity. The pioneer activities of the Dutch in the seventeenth century were memorable and of world-wide importance.

Outlines of Modern History. By J. D. ROGERS. (4s. net. Clarendon Press.)

Mr. Rogers has written a useful introductory sketch of the history of Europe and its Colonies during the past four hundred years. It is prefaced by a rapid survey of the preceding period from the founding of Rome to the discovery of America. Thus the reader who comes without antecedent knowledge of the general course of world-history is enabled to pick up the thread of events, and to realize where he is when the more detailed narrative begins. One distinctive feature of the book is the prominence given to Britain and its Empire. This feature will commend the book to teachers whose pupils are already well-grounded in English history; for it will enable them with ease and confidence to lead their class on to the new and less familiar ground of Continental history. The volume is illustrated by means of forty-three maps and pictures. It concludes with an index of no less than eighteen three-columned pages, remarkable for its fulness and lucidity.

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English.

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- Literature Teaching in Schools. By J. Eades. A Manual of Matter and Method. *E. J. Arnold*. 4s. 6d. net.
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 Silas Marner. By George Eliot. Abridged by J. B. Marshall. (The "A.L." No. 74. Bright Story Readers, Grade V.) *E. J. Arnold*. 7d.
 Community English: A Book of Undertakings for Boys and Girls. By M. B. Flagg. *Macmillan*.
 Seneca and Elizabethan Tragedy. By F. L. Lucas. *Cambridge University Press*. 7s. 6d. net.
 Poems by Edgar Allan Poe. Edited and annotated by C. W. Kent. *Macmillan*. 2s. 6d.

Education.

- Education: Our Responsibilities. By A. Maude Royden. *The Guildhouse, Eccleston Square*. 2d.
 The Encyclopædia and Dictionary of Education. Part XXVIII. *Pitman*. 2s. net.
 The History of Education. By E. P. Cubberley. *Constable*. 18s.
 La Science de L'Education. By Dr. J. Demoor and T. Jonckheere. Second Edition. Brussels: *M. Lamertin*. Paris: *Librairie Félix Alcan*.
 Psychology: A Study of Mental Life. By Prof. R. S. Woodworth. *Methuen*. 8s. 6d. net.

Geography.

- Earth Evolution and Its Facial Expression. By W. H. Hobbs. *Macmillan*. 15s. net.
 Philips' New School Atlas of Comparative Geography. A Series of 65 Coloured Plates containing 89 Physical, Political, and Commercial Maps and Diagrams, with a Consulting Index.
 The New World Geographies.—Book I, Woods, Fields, and Sea. *Oxford University Press*. 1s. 8d. net.
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History.

- A New History of Great Britain. By R. B. Mowat. Part III, From the Treaty of Vienna to the Outbreak of the Great War. *Oxford University Press*. 4s. 6d. net.
 Henry VI. By Mabel E. Christie. Kings and Queens of England. *Constable*. 16s.
 The Story of Old Rome. By J. C. Curtis. *R.T.S.* 5s. net.
 A Source Book of English Social History. By M. E. Monckton Jones. *Methuen*. 4s. 6d.
 Petronius: Leader of Fashion. By J. M. Mitchell. *Routledge*. 8s. 6d. net.

Science.

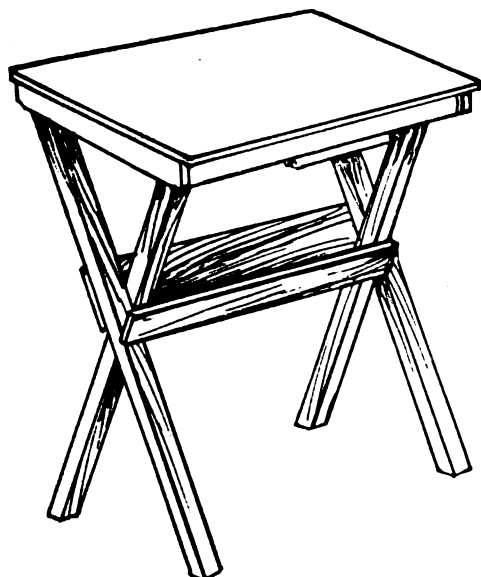
- A Catalogue of British Scientific and Technical Books. Prepared by a Committee of the British Science Guild. *British Science Guild*. 10s. net.
 A Concise History of Chemistry. By T. P. Hilditch. Second Edition, Revised. *Methuen*. 6s. net.
 A Laboratory Manual for Comparative Vertebrate Anatomy. By L. H. Hyman. *The University of Chicago Press*. \$2.50.
 The Dalton Laboratory Plan. By Evelyn Dewey. *Dent, Dutton*, New York. 4s. 6d. net.
 Practical Physics. By W. R. Bower in collaboration with Dr. J. Satterly. *University Tutorial Press*. 7s.
 The Claims of Duty: An Essay in Ethics. By V. J. K. Brook. *Dent, Dutton*, New York.
 Problems and Exercises to accompany Clay's Economics for the General Reader and Ely's Outlines of Economics. By H. Gordon Hayes. *Macmillan*. 2s. 6d. net.
 The Development of Economics. 1750-1900. By O. F. Bourke. *Macmillan*. 12s. net.

Mathematics.

- Arithmetic (Exercises only). By Prof. C. Godfrey and E. A. Price. Part II. *Cambridge University Press*. 2s. net.
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(Continued on page 236.)

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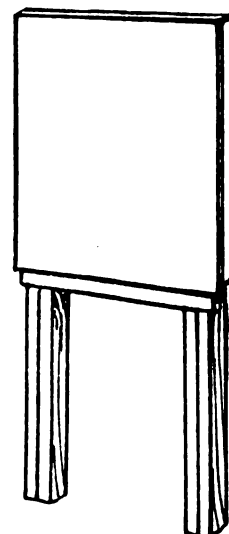
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THE STUDY OF WORLD HISTORY,

By Mr. OSCAR BROWNING, appeared in November and December, 1920. The two numbers, post free, for 3/-

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Eight Hundred Years of the Order of the Hospital of St. John of Jerusalem. By J. F. Symons-Jeune. *Heinemann.* 1s. net.

Classics.

The Odyssey of Homer. Translated by George Herbert Palmer. (Riverside Literature Series.) *Constable.* 6s.

Thirty-two Passages from the Iliad. In English Rhymed Verse. By C. D. Locock. *Allen & Unwin.* 4s. 6d. net.

Logic.

Logic.—Part II, Demonstrative Inference: Deductive and Inductive. By W. E. Johnson. *Cambridge University Press.* 14s. net.

Music.

Training in Music: An Abridged Sectional Edition of "The Encyclopædia and Dictionary of Education." (The New Educator's Library). *Pitman.* 2s. 6d. net.

Early British Trackways, Moats, Mounds, Camps, and Sites. By A. Watkins. Hereford: *Watkins Meter Co.*; London: *Simpkin, Marshall, Hamilton, Kent.* 4s. 6d. net.

The Sonata: Its Form and Meaning, as Exemplified in the Piano Sonatas by Mozart. By F. Helena Marks. *Reeves.* 8s. 6d., 10s. 6d. cloth.

Modern Languages.

La Douce France. By René Bazin. Abridged and Edited by Louis Latour. *Methuen.* 3s. 6d.

A Short History of the International Language Movement. By Prof. A. L. Guérard. *Fisher Unwin.* 21s. net.

De La Tene à La Lune. By Jules Verne. Edited by J. B. Patterson. (Oxford French Plain Texts.) *Oxford University Press.* 1s. net.

L'Entente Cordiale des Bébés: a Selection of English Nursery Rhymes done into French. By Mme Gutch. *Russell.* 6d. net.

Miscellaneous.

A Guide to the Department of Coins and Medals in the British Museum. Third Edition. Printed by Order of the Trustees. Eugenics and Other Evils. By G. K. Chesterton. *Cassell.* 6s. net.

A Faith that Enquires. By Sir Henry Jones. (The Gifford Lectures). *Macmillan.* 18s. net.

The Taylorian Lecture, 1921: Racine in England. By Prof. F. V. Eccles. *Oxford University Press.* 2s. net.

The Groundwork of Social Reconstruction. By W. Glover. *Cambridge University Press.* 2s. 6d. net.

Black Beauty. By Anna Sewell. *Jarrol's.* 1s. 6d. net.

The Spoils of Poynton, a London Life, The Chaperon. By Henry James. *Macmillan.* 7s. 6d. net.

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PRIZE COMPETITIONS.

THE Prize for the March Competition is awarded to "Pluche," and the second place to "Mondham."

The winner of the February Competition is Mr. G. H. Hammond, 54 Cardigan Road, Headingley, Leeds.

EXTRACT FROM MME. DE SÉVIGNÉ'S LETTERS.

By "PLUCHE."

I am inditing this letter to you, my dear Count, to make known to you one of the most grievous losses that could befall in France—that of M. de Turenne, at which I feel sure you will be no whit less concerned and grieved than we are here. The tidings reached Versailles on Monday. The king was as distressed as none could fail to be at the death of that great commander, the finest gentleman in the world: all the court was in tears and M. de Condom was like to have fainted. All were on the point of setting off to make merry at Fontainebleau: everything was cancelled. Never was man so sincerely regretted. All the district where he lived, and all Paris, and the entire populace were thrown into the most painful commotion. Noisy groups gathered everywhere to lament their hero. I am sending you a trustworthy account of what he did a few days before his death: if to three months of quite marvellous generalship, which those of the profession cannot find words to praise, you add the last

day of his glory and his life, you then know all. He had the pleasure of seeing the army of the enemy in retreat before him; and on the 27th, which was a Saturday, he ascended a slight elevation to observe their march. His intention was to fall upon their rear, and he informed the king at noon that with this design he had sent a message to Brissac to enjoin prayer for forty hours. He reported the death of the young d'Hocquincourt, and promised to send a courier to apprise His Majesty of the results of his enterprise. This letter he sealed and dispatched at two o'clock. He made his way to the top of this little hill accompanied by eight or ten persons; an unlucky cannon shot, fired at random from a distance, cut him in two—and you can imagine the cries and tears of that army. The courier had started on the instant, and arrived on Monday, as I told you: so that within an hour of each other the king received a letter from M. de Turenne, reporting that the two armies were in close touch with each other; and another to announce that M. de Lorges has assumed his uncle's command and that the violent grief of the army is without parallel.

We classify the 155 versions as follows:—

Class I.—(a) Pluche, Mondham, Fitzalan, S.F.X., Outis, X.Y.Z., Quill, Whiteknights, Brook Green, Bésigne, Ladon, Mario, Traditore, Dane, Emile, Gobelins.

(b) L.A.C., Cadwal, Torelore, Esse quam videri, Angela, Sirach, Traddles, St. Benoît, Devonian, Moosh, J.H.B., Ne m'oubliez pas, N.B.W., Ap-Ithell, S.H.G., Dupont, Puck, J.P., Armada, Back number, Loo, Leander, M.V., Woodlea, A.B.F.W., Caractacus, V.D.C., Nibbidan, Boy.

Class II.—(a) C.E.B., Shawn Spadah, G.E.P., Lesba, Penguin, Summerleigh, D.F.H., Columcilla, Moppitt, Elsinore, Q.E.F., Prince Ronald, E.L.E., Bug, Bege, Gama, Blick, Mascot, F.A.C., Mirabelle, E.W.J., Treize, C.M., Endvmion, Rochester, A.M.E.C., Mike, Chingleput, Narcisse, B.M.K., L'Espoir, T.C.J., Ilex, F.W.M., Will o' the Wisp, C.M.W., Twee, S.H.C., Noman, E.D.G., Adrienne, E.B.H., Yelush.

(b) W.G., Devon, L.M.B., Peseur, S.T.B., Trèfle, H.Cl., Nabuchodonosor, Hibernia, P.M.J.A., Johnny, J.S.H., Jo-Anne, R.H.A., Suze, C.R.C., Xapegata, Espérance (Oxford), Melios, Deux Sous, Inscitia, Espérance (Highbury), Andax, Bobbiè, Loyalty, Brer Rabbit

Class III.—Nobody, E.R.W., La Petite, A.E.D., Captain Hook, Endeavour, Little Tich, Dhudha, S.J., Winkle, M.C., Marjorie, D.C.H., Teragram, B.I.G., Glossop, C.S.C., Ariel, A.M.B., Francine, G.G., Aphrodite, Jack, Espérance (Leigh), D.H.

Class IV.—I.V.J., Columba, M.K.R., Ivan, L.V., Marie Louise, E.S.A., Dorothea, J.W., Carlyle, So So, Dickie, Poor Tom, Jane Grey, Frank.

It was unfortunate that in arranging the March Competition we did what we have very rarely done, namely, selected a passage from a book of extracts. The editor of the book had apparently used a corrupt version of Mme. de Sévigné's letters; in the standard edition the last sentence runs, *de sorte qu'à une heure l'une de l'autre, le roi eut une lettre de M. de Turenne et la nouvelle de sa mort. Il est arrivé depuis un gentilhomme de M. de Turenne, qui dit. . .* Of another sentence a better reading is *C'est après trois mois . . . qu'arrive le dernier jour.* Collection of unseens are evidently not to be relied upon. *Prières de quarante heures* is thus explained by Littré, "prières faites dans les grands calamités et pendant le jubilé et durant lesquelles le saint sacrement est exposé." On this occasion it was a time of crisis rather than calamity. *Le plus honnête homme* surely has its moral meaning here, "the most virtuous man in the world." *Tout le peuple* cannot mean "the whole nation," as many translated it, about which Mme. de Sévigné was not in a position to make any statement. An astonishing number of candidates rendered *décamp* by "decamp," showing ignorance of both French and English. "Apprize . . . enterprise" in the winning version is rather cacophonous. The peculiar difficulty of translation was curiously shown by the fact that the most testing sentence in the piece was the extremely simple one, *on tire de loin . . . corps.* The number of renderings of this that read like English was remarkably small.

A Prize of Two Guineas is offered for the best translation of the following extract from "L'Appel au Soldat," by Maurice Barrès.

Le long de la vallée mosellane, très large ici et importante par ses hauts-fourneaux, une route rougeâtre, bordée de poiriers

(Continued on page 238.)

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See also pages 215, 229, 235, and 240.

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* * * * *

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Les fortifications de Thionville ne sont plus que des promenades agréablement plantées de chênes et aménagées en kiosques, en petites terrasses surélevées. 1870 a transformé les paysages de la Lorraine aussi bien que ses mœurs. Dès l'instant que la population perdait contact avec le soldat, prussien et qui, d'ailleurs, évolue dans ses forts fermés à la curiosité publique, c'était la fin de ces laboratoires d'esprit militaire. Pourtant ils ont fourni des officiers d'un même type hautement honorable, dédaigneux du panache, réalistes et moraux, en si grand nombre que cette discipline semble devoir survivre aux conditions qui la produisaient ; elle demeurera une des pierres de la construction française quand les carrières lorraines d'où on l'extrait auront totalement disparu sous les remblais allemands.

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All competitions must reach the Office by the first post on April 13, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

FREE PUBLIC LECTURES.

[Under this heading a list of free public lectures of especial interest to teachers will be published month by month. The figure in parentheses indicates the number of a lecture if it is one of a series. Titles of lectures for possible insertion in this list should be received at the Journal Office not later than the middle of the month preceding that in which the lecture is to be delivered.]

APRIL 1.

L.C.C. (at Polytechnic, Regent Street, W.), at 10.30.—Prof. H. E. Armstrong: The Wonders and Problems of Food.
L.C.C. (at Horniman Museum, Forest Hill, S.E.), at 3.30.—Dr. W. A. Cunningham: Woman's Sphere in Savage Africa.

APRIL 5.

SCHOOL OF ORIENTAL STUDIES, at 12.—Miss Alice Werner: Bantu Mythology and Folk Lore (6).

APRIL 6.

CIVIC EDUCATION LEAGUE (Lepay House, Belgrave Road, S.W.1), at 8.15.—Discussion on Occupational Education. Opening Paper by Miss M. M. Barker.
THE CHILD-STUDY SOCIETY (at the Royal Sanitary Institute, Buckingham Palace Road, S.W. 1), at 6 p.m.—MacLeod Yearsley in A Plea for the Deaf Child.

APRIL 27.

THE CHILD STUDY SOCIETY (at the Royal Sanitary Institute, Buckingham Palace Road, S.W. 1), at 6 p.m.—Octavia Lewin: The Natural Defences of the Upper Air Passages.

APRIL 29.

KING GEORGE'S HALL, Caroline Street, Tottenham Court Road, at 3.—Miss Mabel Chamberlain, assisted by the Chamberlain Ladies Choir: Recital of Modern School Songs.

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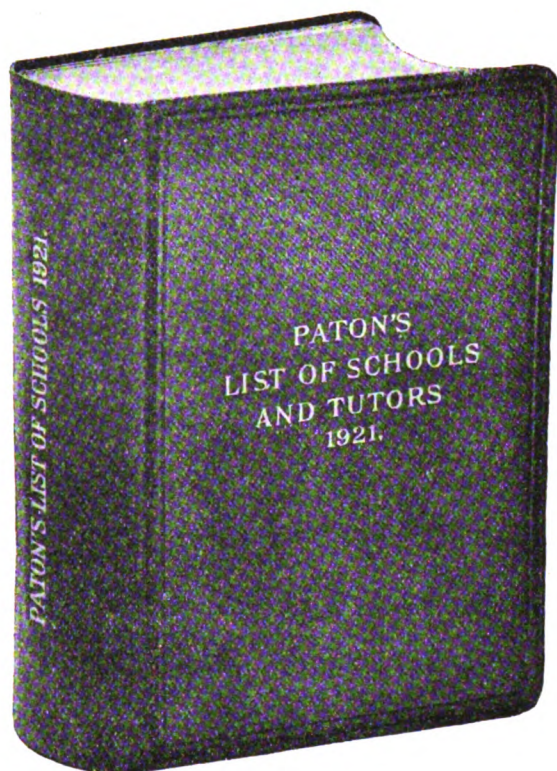
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The Oldest Established Firm of Educational and School Transfer Agents,
12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.

Telegraphic Address :
 Scholasque, Rand,
 London.

SCHOOL TRANSFER DEPARTMENT.

Telephone :
 Gerrard 7021.

Applications from intending purchasers are solicited for the following properties :

STAFFORDSHIRE.—For Disposal. Boarding and Day School for Girls. There are about 35 pupils in all. Average gross receipts for 3 years, about £1,000 per annum. Average profits about £200 a year. Vendor states that two sisters could run the School much more economically than she has been able to do. Vendor has had the School 12 years, and now wishes to sell as her health will not permit her to continue teaching and looking after Boarders. Price for goodwill and furniture to be arranged.—No. 7,291.

HOME COUNTY.—Old-established and most successful Private School for Girls. The School is for sale owing to the health of the Principal. 41 Boarders this term and 11 Day Pupils. Fees as per prospectus, 20 guineas a term for Boarders, without extras. Gross receipts about £2,700 per annum. Rent £150. The School has a very good record at Public Examinations. Price goodwill to be arranged.—No. 7,290.

SUSSEX (Seaside).—A client having a Boarding and Day School for Girls is anxious to dispose of same. The School has been established over 50 years. We are not certain as to the present number of Boarders, but believe there are about 15 to 20 at 30 guineas a term, and a few Day Pupils paying 3 to 7 guineas a term. The lease of the present house expires shortly, but our client states that she has the offer of another on the sea front at a rental of £150 per annum. Price asked for goodwill about £450, the furniture to be taken at valuation.—No. 7,317.

ESSEX (Seaside).—Girls' Boarding and Day School. Established and conducted by the vendor 17 years. Gross receipts past year about £2,500. Net profits past year about £700. Number of Boarders 20, paying up to 60 guineas, and 25 Day Pupils paying from 45 guineas a year without extras. Rent of detached house, near sea front, containing 10 bedrooms, 2 schoolrooms, large recreation room, dining and drawing-rooms, and usual offices, electric light, £150; or the vendor would let for say 3 years at a rental of £125, tenant doing all repairs. Price for goodwill about £800, school furniture at valuation. Vendor might accept a capitation fee for all Pupils transferred.—No. 7,292.

SUSSEX.—Transfer or Partnership in old-established Boarding and Day School for Girls. Gross receipts about £3,000. Number of Boarders 39, paying about £60 per annum. Number of Day Pupils 31, fees up to 7½ guineas a term. Rent of good house, facing the sea, £105. Price for goodwill by arrangement. Furniture at valuation. Terms of partnership to be arranged.—No. 7,295.

SCOTLAND.—Girls' Boarding and Day School (with little boys in Kindergarten). Established 50 years, and conducted by vendor 20 years. Gross receipts past year, £4,645; average gross receipts past 3 years, £3,750. Net profits, about £800. Number of Boarders 25, paying £120 to £140 per annum, and about 50 to 60 Day Pupils, paying from £25 to £40 per annum. Rent of large house, held on lease, which expires in May next, only £79. The vendors would accept one term's

fees by way of goodwill. School furniture, and some household furniture, at valuation.—No. 7,294.

EAST YORKS (Seaside).—Girls' Boarding and Day School. Established 25 years and conducted by vendor 6 years. Gross receipts for past year, £1,735; average of 3 years, £1,700. Net profits past year, £400; average of 3 years, about the same. There are 28 Boarders, paying £20 a term, and 46 Day Pupils at £2 a term. Rent of house (an old Jacobean Hall), containing drawing-room, dining-room, 10 bedrooms, 3 classrooms, &c., about £78. Yearly tenancy. Grounds of about 3 acres, including 3 lawns. Price for goodwill, school, and household furniture, about £750. Our client is willing to make reasonable arrangements for the payment of purchase money in the case of a suitable purchaser.—No. 7,316.

WARWICKSHIRE.—Partnership in Boarding and Day School. Established over 60 years. Gross receipts this term £654 and net profits for the same period, £200. Number of Day Pupils 73, at from 5 to 7 guineas a term, and 5 Boarders (1 a student teacher paying 10 guineas a term, 2 at 30 guineas, and 2 at 20 guineas a term). There are 22 new Pupils promised for next term. The premises stand in 2 acres of ground, tennis court, Badminton and Clock Golf Court, large gravel playground for hockey and net ball, large kitchen gardens. Rent, &c., £85 per annum, on lease (7 years) with option of renewal. Our client states the furniture was valued at £1,292 11s. 8d. in 1921. Price for half-share of goodwill and furniture to be arranged, about £1,000.—No. 7,320.

For further details of the above, and particulars of other Schools for Sale and School Partnerships, address—
GRIFFITHS, POWELL & SMITH, School Transfer Dept., 12 & 13 Henrietta St., Covent Garden, London, W.C. 2.
 Schools transferred and valued. No charge whatever will be made to vendors of Schools or School Partnerships unless a sale is effected or agreed upon. No commission charge whatever made to Purchasers of Schools or School Partnerships.

BURLINGTON CORRESPONDENCE COLLEGE.

Principal: Mr. J. CHARLESTON, B.A.
 (Honours Oxon. and Lond.)

TUTORS.—The Staff includes Graduates of London, Oxford, Cambridge, and other Universities.

Expert tuition for :—

Matriculation,
 Intermediate Arts and B.A.,
 Intermediate Science and
 B.Sc. (Theoretical Subjects only),
 L.L.A. (St. Andrews),
 C.P. Diplomas,
 and Independent Study.

SINGLE subjects may be taken if desired.

**LATIN, GREEK, FRENCH, HEBREW,
 MATHEMATICS, LOGIC, PSYCHOLOGY, &c.**

Address—THE SECRETARY,
 Burlington Correspondence College,
 14 Elsham Road, Kensington, W. 14.

Pianoforte Recitals for Schools.

M. ARTHUR DE GREEF highly recommends young pupil (lady, professional) who is open to give recitals of classical and modern music in schools or privately. Will also take a few advanced pupils. Press notices sent if required.—Miss EVELYN MILLS, 7 Avonmore Mansions, Kensington, W. 14. Phone, Western 4300.

A List of Schools.

Continued from page 195.

"A SOMEWHAT OLD-FASHIONED SCHOOL."
 so far as ideals of character are concerned, but thoroughly up to date in School work."

ONE of the oldest established Girls' Schools in England (1838). Country house and 40 acres of charming grounds. Thirty pupils only. For many years a London School, now two hours from Paddington. Fees, 150 guineas.—Miss BOYER-BROWN and Miss M. ANSELL, Cotswold Mayfield, Cirencester, Glos.

Summer Schools and Vacation Courses.

Continued from pages 235 and 237.

COUNTY COUNCIL OF THE WEST RIDING OF YORKSHIRE.

EDUCATION DEPARTMENT.

A VACATION COURSE in PHYSICAL TRAINING will be held at THE GRAMMAR SCHOOL, ILKLEY, Yorks., from July 31 to August 10, 1922.

The Course, which is open to Men and Women, will include the Theory and Practice of Physical Training, Hygiene, Games, Dancing, and Swimming. Separate classes will be held for men and women. It is essential that teachers wishing to be admitted to the Course should apply early, if possible by the middle of May.

Full particulars of the Course may be obtained gratis from the Education Department, County Hall, Wakefield.

Continental Schools

MONTMIRAIL, NEUCHÂTEL, SWITZERLAND.—Moravian School for Girls wishing to learn French thoroughly. Ideal situation, near lake. Cookery and gardening courses. Large garden, tennis, bathing, &c. Apply the PRINCIPAL. Information regarding English pupils given by Miss SHAW, 30 Fairfield Square, Manchester.

FRENCH for senior and preparatory boys. Preparation for public schools, navy, &c. Diplomatic service, army, &c. Only French spoken. All sports. Large house park. Medical douches. Guarantee conversational French in three months. For particulars and successes write to DIRECTEUR, 5 Avenue Eugénie, St. Cloud (S.-et-O.), France.

PARIS.—PENSIONNAT FOR YOUNG GIRLS.—Special facilities for speaking and studying French among students of French nationality. Large garden. Close to Luxembourg Gardens. Moderate terms. Excellent references.—Mlle. GAVARD, 212 rue St. Jacques.

HOLIDAY HOMES.

A WELL KNOWN TEACHER writes: "I advertised my 'Small Holiday Home' in your paper. The advertisement proved very successful."

UNIVERSITY OF LIVERPOOL. UNIVERSITY HALL.

Hall of Residence for Women Students.
 Warden: Miss DOROTHY CHAPMAN, M.A.

RESIDENCE fee, from £60 per session of about 33 weeks. All degrees, &c., granted by the University are open to Women. Application to be made to the WARDEN, University Hall, Fairfield, Liverpool.

Messrs. GRIFFITHS, POWELL & SMITH,

Telegraphic Address :
"SCHOLASQUE, RAND, LONDON."
(Licensed by L.C.C.)

Educational and School Transfer Agents,

Telephone :
GERRARD 7021.

(Established over 80 years),

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.

For many years at 34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, W.C. 2.

TO ASSISTANT MISTRESSES.**Easter and September (1922) Vacancies.**

Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and Music, Kindergarten, and other Teachers seeking appointments in Secondary and high-class Private Schools (Boys' and Girls') for the term commencing in **January** are invited to apply at once to Messrs. GRIFFITHS, POWELL & SMITH, as above, who will send immediate notice of all the most suitable Posts.

Candidates should state full details as to their qualifications, and enclose copies of testimonials.

MUSIO.

GOOD MUSIC MISTRESS for Piano and Singing. L.R.A.M. or equivalent desired. Salary, £100, resident.—(No. 1,480).

MUSIC MISTRESS. Good Piano, Theory, and Singing. Able to prepare for Exams. Salary about £80, resident. (Cheshire.)—No. 1,478.

ASSISTANT MISTRESS, to teach Piano and prepare for Assoc. Board Exams. Salary £100, resident. (Lincs.)—No. 1,471.

MUSIC MISTRESS, for Music and Singing. Salary, according to qualifications, up to £100, resident. (Oxford.)—No. 1,467.

MUSIC MISTRESS, for Piano, Theory, and Harmony. Salary £80, res. (Lancs.)—No. 1,438.

MUSIC MISTRESS for Piano and Singing. Modern methods. Ear training, &c. L.R.A.M. or equivalent. Salary £130, res. (Surrey.)—No. 1,418.

MUSIC MISTRESS, L.R.A.M. or A.R.C.M., with some experience and able to prepare for Exams. Salary about £80, resident. Good deal of free time. (Lancs.)—No. 1,256.

PHYSIOAL.

PHYSICAL MISTRESS for Gymnastics, Games, & Dancing. Salary £100, res. (Salop.)—No. 1,511.

PHYSICAL MISTRESS, for Drill, Dancing (all styles), Games, Swimming, &c. Required at Easter or in September. Salary according to qualification. (Dorset.)—No. 1,497.

PHYSICAL MISTRESS for Grant-earning Secondary Day School in Lancashire. Physical Exercises, Gymnastics, and Games.—No. 1,496.

PHYSICAL MISTRESS for good Dancing, Gymnastics, and Games. Salary £100, resident. (Wales.)—No. 1,495.

MISTRESS wanted for Gymnastics, Art, and Music, for Recognized Boys' Prep. School in the Midlands. Salary £150, non-resident.—No. 1,486.

GYMNASTIC MISTRESS wanted for Public Endowed School in Wales. Salary £140 to £160, resident.—No. 1,470.

PHYSICAL MISTRESS for Swedish Drill, Remedial Exercises, Games. Salary £100-£120, resident. (Herts.)—No. 1,456.

KINDERGARTEN.

KINDERGARTEN MISTRESS, with Higher Froebel Certificate if possible, to be responsible for the K.G. Class, about 30 children. Salary according to qualifications. (Essex.)—No. 1,500.

KINDERGARTEN AND LOWER FORM MISTRESS. Higher N.F.U. desired. Salary about £100, resident. (Somerset.)—No. 1,453.

KINDERGARTEN MISTRESS for Girls' Secondary School near London. Salary about £100, res., or £150-£180 non-res. Recognized Secondary School.

FIRST FORM MISTRESS, with Froebel Training and experience. Salary according to qualifications and experience. (Hants.)—No. 1,337.

EXPERIENCED MISTRESS wanted to take charge of a Preparatory Form. One who has had experience in Kindergarten methods desired. Salary according to qualifications; good salary to suitable applicant. (Norfolk.)—No. 1,428.

EXPERIENCED KINDERGARTEN MISTRESS for a School near Oxford. Salary according to qualifications, up to £100, resident.

GENERAL.

HEAD MISTRESS, with good Degree, or, better still, some good Tripos. Must be experienced and able to take entire responsibility of the educational side of the School. Good salary given to suitable applicant. (Kent.)—No. 1,425.

TWO ASSISTANT MISTRESSES, to take between them, English, good Botany, good Drawing, and Mathematics. Salary according to qualifications and experience.

ASSISTANT MISTRESS for general English subjects, History, good Geography, &c. Salary about £100, resident. Must be able to prepare for Locals and Lond. Matric. (Yorks.)—No. 1,420.

ASSISTANT MISTRESS, Graduate if possible, to take Mathematics to Matric, standard and elem. Latin. Graduate desired. Salary £120-£130, resident. High-class Private School, Recognized by Board of Education. (Kent.)—No. 1,412.

FIFTH FORM MISTRESS, well qualified to prepare for Oxford Locals, with good elem. Maths. Salary according to qualifications. First-class Boarding School, near London.—No. 1,508.

ASSISTANT MISTRESS, to teach History, Lit., and Drawing chiefly; must also be able to take Drill and Games. Salary according to qualifications and experience, but good salary given to competent Mistress with Degree. (Sussex.)—No. 1,462.

ASSISTANT MISTRESS wanted in Sept. for French. Graduate with 1st or 2nd Hons., or good French qualifications. Salary according to Burnham Scale. Also a Mistress (Graduate) for Latin, up to Adv. Scholarship Standard. Salary according to Burnham Scale. Public Secondary School. (Wales.)—Nos. 1,459 and 1,460.

ASSISTANT MISTRESS for Mathematics only. 16 to 20 hours' teaching per week. High-class Private (Recognized) School on South Coast. Salary £150 to £200, res., or £250 non-res.—No. 1,458.

ASSISTANT MISTRESS for Geography and Mathematics. Latin desirable. Salary £120, resident. (Wales.)—No. 1,451.

ASSISTANT MISTRESS for English and Geography. School near London. Salary £100, resident.—No. 1,443.

ASSISTANT MISTRESS to take Mathematics and Botany to Matric, Standard. Salary £100, resident. (Wales.)—No. 1,442.

ASSISTANT MISTRESS for English, History, and Mod. Geography. Degree, if possible. Salary according to qualifications. (Kent.)—No. 1,436.

ASSISTANT MISTRESS for English subjects to Sen. Camb., Latin, Geometry, and Mathematics. Degree or good Certificates, with Boarding School experience, desired. Salary according to qualifications. (Bucks.)—No. 1,434.

ASSISTANT MISTRESS for Mathematics to Lond. Matric. and Sen. Camb. Standard, and some elem. Science throughout the School. Salary about £150 to £200, resident. (Kent.)—No. 1,431.

ASSISTANT MISTRESS for Mathematics and English. Graduate, if possible. Salary according to qualifications and experience. (Devon.)—No. 1,452.

TWO ASSISTANT MISTRESSES wanted. (1) Botany and Elem. Science, with Maths. for Junior Forms. (2) Mathematics and Geography. Salary according to Burnham Scale, London area. Roman Catholic Girls' Secondary School.

ASSISTANT MISTRESS wanted in Sept. Graduate by preference, for Commercial subjects, Shorthand, Typewriting, Book-keeping, and French; Arith. and English to Matric. Standard. Roman Catholic essential. Salary according to Metropolitan Burnham Scale, if still in operation. (London.)—No. 1,446.

ASSISTANT MISTRESS, to take adv. classes in French. Hons. Degree in French desired. Roman Catholic essential. Salary extra Metropolitan Burnham Scale, res. or non-res.; if res., £75 deducted for Board. (Essex.)—No. 1,445.

SENIOR ENGLISH MISTRESS, Hist., Grammar, Lit., and Composition for Forms III, IV, and V. Salary from £100, resident. (Kent.)—No. 1,478.

ASSISTANT MISTRESS, to teach Mathematics to Senior Camb. Standard. Salary £100, resident. (Lincs.)—No. 1,472.

CLASSICAL MISTRESS required for Public Endowed School in Wales. Latin and Greek. Salary £140 to £180, resident. This School is recognized, and is eligible for Superannuation.—No. 1,469.

ASSISTANT MISTRESS, Graduate or equivalent, for County Secondary School, to take Drawing to Senior Camb. Standard and Class Singing. Salary £240 to £350. (W. of Eng.)—No. 1,468.

ASSISTANT MISTRESS for Senior French, Latin, History. Graduate, if possible. Salary £120-£140, resident.—No. 1,465.

ASSISTANT MISTRESS for all English subjects, Lit., Geography. The work is to Sen. Camb. Standard. Salary about £130, resident, or £180, non-resident. (Kent.)—No. 1,501.

SENIOR ENGLISH MISTRESS, to teach French, Geography, and Mathematics. Must hold Degree, and have had experience. Salary £200, non-res. Churchwoman essential. (Wales.)—No. 1,491.

ASSISTANT MISTRESS for Sen. English, Latin, and Jun. Mathematics. Salary about £150, resident. (Kent.)—No. 1,484.

ASSISTANT MISTRESS (Roman Catholic) wanted, in Sept., for English and Latin up to Matric. Standard. Graduate looked for. Salary about £120, resident. Secondary School. (Midlands.)—No. 1,482.

TWO MISTRESSES wanted (Graduates by preference), in Sept. One for Mathematics and Latin, the other for History and Literature. Salary £150 to £170, resident; non-resident, according to Burnham Scale. High-class Boarding School, recognized by Board of Education. (Hants.)—No. 1,479.

NO REGISTRATION FEE, AND THE COMMISSION CHARGE IS VERY MODERATE.

SCHOOL TRANSFER DEPARTMENT.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 240 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.

Telegraphic Address : "Scholasque, Rand, London."

Telephone : Gerrard 7021.

Posts Vacant.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

SCHOLASTIC, CLERICAL, AND MEDICAL ASSOCIATION, LTD.

THE above Association is in a position to offer to well qualified ladies and gentlemen several first-rate scholastic appointments in all parts of the country. Candidates should write with full particulars as to age, qualifications, experience, &c., &c., to GENERAL MANAGER, 12 Stratford Place, Oxford Street, W.1. No charge for registration.

PROFESSORSHIPS.

REQUIRED. — PROFESSOR OF MATHEMATICS in the UNIVERSITY COLLEGE, COLOMBO, CEYLON. Candidates should be graduates in first-class honours in a British University. The selected candidate will be required to organize the Mathematical Courses and teaching both on the Science and Arts sides at the University College. He will himself take a considerable portion of the teaching, though in all probability he will have two lecturers to assist him. He should have considerable organizing ability and be a capable disciplinarian. Salary during three years' probation, £800 per annum with a temporary increase of £100 pending general revision of salaries. If the appointment is confirmed after three years, salary will be £850 rising by annual increments of £50 to £1,000 per annum. Colombo station allowance is given at the rate of 11% of substantive salary for a married officer, and 7½% for a single officer not living in Government quarters.

After confirmation 4% of salary is deducted as contribution to Widows' and Orphans' Pensions. Free passage to Ceylon provided for the officer and his wife and family not exceeding four persons.

Applications should be made in writing to the ASSISTANT PRIVATE SECRETARY (APPOINTMENTS), Colonial Office, Whitehall, London, S.W. 1.

UNIVERSITY OF DUBLIN. TRINITY COLLEGE.

On Wednesday, May 10, the Council will nominate a whole-time PROFESSOR OF EDUCATION at a salary of £500 a year, rising by annual increments of £25 to £600, for a period of five years from July 1, 1922, the Professor to be eligible for re-election if the post is continued. Candidates are to send applications, stating fully their qualifications, before April 23, to the REGISTRAR, Trinity College, Dublin, who will supply all further information required.

HEADSHIPS.

DENBIGHSHIRE EDUCATION AUTHORITY.

RUABON COUNTY SECONDARY SCHOOL FOR GIRLS.

Applications are hereby invited for the post of HEAD MISTRESS of the above school, duties to commence in September, 1922.

Salary £500, rising by annual increments of £25, to £650.

Candidates must be Graduates in Honours of a British University, and a knowledge of Welsh is desirable.

Candidates who desire the receipt of their application to be acknowledged should enclose a stamped addressed post card.

Canvassing the members directly or indirectly will disqualify.

Applications, endorsed "Head Mistress, Ruabon County School for Girls," accompanied by copies of three recent testimonials, must reach the undersigned on or before Wednesday, April 12, 1922—ten copies of the form of application and of the testimonials to be sent by each candidate.

J. C. DAVIES, M.A.,

Secretary and Director of Education.
Education Offices, Ruthin,
10th February, 1922.

Posts Vacant—continued.

WATFORD BOYS' GRAMMAR SCHOOL.

APPOINTMENT OF HEAD MASTER.

The Governors invite applications for the appointment of HEAD MASTER of the Watford Boys' Grammar School (a Secondary Day School). Salary £850, rising by £50 a year to £1,150. The Person appointed will be required to commence duties at the beginning of the September term, 1922.

Applicants must be not less than 25 years of age, and must be Graduates of a University in the United Kingdom.

The present number of Scholars is 634.

Full particulars of the appointment and printed form of application, which alone can be received, may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope.

Application forms to be returned not later than April 18, 1922.

Canvassing a disqualification.

FREDERICK WILSON,
Clerk to the Governors.

Watford Place, Watford.
March 25, 1922.

COUNTY BOROUGH OF ROTHERHAM EDUCATION COMMITTEE.

MUNICIPAL HIGH SCHOOL FOR GIRLS.

Owing to the forthcoming marriage of the present Head Mistress the Committee invite applications for the Post of Head Mistress of the above School.

The School is a Secondary School, conducted under the Regulations of the Board of Education, and has 450 pupils on the Register.

Applicants must hold an Honours Degree of a University in the United Kingdom or its equivalent, and must have had suitable experience in the work and organization of a Secondary School.

Commencing Salary, £600, rising by annual increments of £25 to £700 per annum.

A house is provided for the use of the Head Mistress for which she is required to pay an annual rent of £40.

The successful applicant will be required to commence duties in September next.

Application, stating full particulars as to age, qualifications, and experience, with copies of recent testimonials, to be sent to me not later than Friday, April 21, 1922.

JAS. A. MAIR,
Secretary for Education.

Education Offices,
ROTHERHAM.

PORTSMOUTH GRAMMAR

SCHOOL.—The Head Mastership of the above School will be vacant in September next, and the Governors are prepared to receive applications for the post. Full information can be had after April 2 from the CLERK TO THE GOVERNORS, Grammar School, Portsmouth, with whom all applications must be lodged on or before May 1.

W. H. DAVID, Chairman of Governors.
S. HUDSON, Clerk to the Governors.

SIMON LANGTON GIRLS' SCHOOL, CANTERBURY.

The Head Mistress-ship of this School will be VACANT IN JULY NEXT. It is a recognized grant-aided Secondary School, and is a Training Centre for Elementary School Teachers. It is a Day School, and has at present 243 girls on the roll. The salary will be on the Burnham Scale.

Candidates must be Graduates of a British University or possess an equivalent qualification, and must have had previous experience in a similar school. They must be between 30 and 40 years of age.

Further particulars and forms of application can be obtained from the undersigned; and applications, with three testimonials only, should reach the undersigned NOT LATER THAN APRIL 8.

JOHN PLUMMER,
Clerk to the Governors.

80 Castle Street,
Canterbury.

LECTURES ON ART. Single or in Series. London and the provincial capitals. For prospectus and terms address—Miss A. ROBERTSON, 45 Paulton's Square, Chelsea, S.W. 3.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial typewritten, free of charge for new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. All clear copies, not carbons. Orders executed by return of post. Price-list, with specimens of typewriting and printing, on application.

KING, 45 Bedford Row, London, W.C. 1.

Posts Vacant—continued.

MASTERSHIP.

THE SECONDARY SCHOOL, Weymouth. Wanted in September, MASTER to take charge of Science (chiefly Physics). Graduate and experience essential. Burnham Scale. Apply—HEAD MASTER.

TYPEWRITING.

TESTIMONIALS, LECTURES, PLAYS.—All kinds of TYPEWRITING and DUPLICATING—Miss CLAPHAM, Morcombelake, Charmouth, Dorset.

MISTRESS-SHIPS.

ISLE OF ELY COUNTY COUNCIL.

MARCH HIGH SCHOOL.

Wanted in September, SCIENCE MISTRESS. Burnham Scale.—Apply HEAD MISTRESS.

LATIN AND MATHEMATICS.—

Young Mistress required or an older lady desiring very light work. French a recommendation. Address, giving full particulars as to age, experience, salary, etc., PRINCIPAL, Claremont, Esher.

NORWICH EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.

Wanted, early in May, ASSISTANT MISTRESS, chiefly to teach English in the Senior School, including Higher Certificate work.

Honours Degree and experience in a good Secondary School essential.

Salary according to Burnham Scale.

Forms of application, which may be obtained from the undersigned, should be sent to the HEAD MISTRESS, Municipal Secondary School, Duke Street, Norwich, when completed.

D. O. HOLME,
Secretary for Education.

Education Offices, Castle Chambers, Norwich.
4th March, 1922.

THOROUGHLY trained and well-

educated Gentlewoman required, in May, for Gymnastics, Games, and some Elementary Form work. Churchwoman, with some private school experience, £100 resident. Light, pleasant post. Applications, with testimonials, &c., to PRINCIPAL, Fontainebleau, Bournemouth.

RESIDENT MISTRESS required in

May. Higher N.F.U. preferred. Small high-class school in Surrey, near London; children, 7-12 years. Resident, £90-£130.—Address No. 11,237. *

SUNDERLAND HIGH SCHOOL.—

Wanted in September, Assistant Mistress to teach Mathematics and Geography; Cambridge preferred.—Apply, HEAD MISTRESS.

BIRKENHEAD HIGH SCHOOL.

GIRLS' PUBLIC DAY SCHOOL TRUST, LTD.

WANTED in September next—

- (1) Senior French Mistress,
- (2) Senior English Mistress,
- (3) Classical Mistress,

to organize the work in these subjects throughout the school, up to Scholarship Standard. Honours Degree or equivalent essential. Burnham Scale. Apply, with testimonials and full particulars, to the HEAD MISTRESS.

FORM MISTRESS required in May

in Private School, Yorkshire. Usual English subjects, Arithmetic (to girls up to 14 years), French desirable. Experience essential. Apply stating qualifications, salary to—Address No. 11,240. *

HITCHIN.—Girls' Grammar

School. MUSIC MISTRESS required in September, to teach Piano (Mathay) and some Violin. About three years' experience in a good school desirable. Salary, Burnham Scale. Apply—HEAD MISTRESS.

* Replies to these advertisements should be addressed "No. —, c/o MR. WILLIAM RICE, THREE LUDGATE BROADWAY, E.C. 4." Each must contain sufficient loose stamps to cover postage on to advertiser. POST CARDS will NOT be sent on.

Posts Vacant—continued.

HOOPER'S (Educational Agents), Ltd.,
361 OXFORD STREET, LONDON, W.1.

ASSISTANT MISTRESS REQUIRED in high-class Girls' School near London. Mathematics and *either* Modern Geography or Science. Salary from £150, resident (according to qualifications and experience).—Apply, HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London.

ASSISTANT MISTRESS REQUIRED (Kent). Botany, Chemistry, Mathematics. Salary, £140 per annum, with board, residence, and laundry.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London.

REQUIRED, for high-class Girls' School (Scotland). (1) Graduate to teach Latin, Mathematics, History. Salary up to £140, resident. (2) Art Mistress, with Botany and some English. Salary from £80 (according to qualifications).—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London.

ENGLISH MISTRESS REQUIRED in first-class Girls' School (Kent Coast). Able prepare Senior Locals all subjects *except* Drawing, French, Theory. Salary, £100, resident.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London.

MIDLANDS.—SENIOR MISTRESS REQUIRED to teach Scripture, History, Geography, French, and if possible Elementary Latin. £100.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London.

JUNIOR MISTRESS (Froebel training) to take preparatory class and help with lower form work. High-class Girls' School (Devonshire). Salary about £80.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London.

ASSISTANT MISTRESS REQUIRED. Music, Games, Elementary English. Matriculation certificate or equivalent essential. High-class Home School (Surrey Hills). Salary about £70, resident.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London.

MUSIC MISTRESS (L.R.A.M.) required for W. of England. About 60 boarders, 50 day pupils, 10 resident Mistresses. Salary about £100.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London.

NEW ZEALAND.—ENGLISH MISTRESS REQUIRED for Upper Forms. Subjects: English, Literature, Geography, good French. Church of England. Salary, £150, resident; £200, non-resident.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London.

Posts Vacant—continued.

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CAMBRIDGE—HOMERTON
TRAINING COLLEGE
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Apply (no special form required), stating age, qualifications, and experience, to the PRINCIPAL at the College.

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An Assistant Lecturer on Education is required in September; a graduate in Honours. Adequate school experience is essential. Apply, THE PRINCIPAL, Warkworth House, Cambridge.

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This well-known establishment has earned the reputation of being in the very front rank of high-class and select Ladies' Schools.

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IN CATHEDRAL CITY.

40 minutes from London (M.R. main line). About 100 Pupils (Boys and Girls). Modern Freehold House in excellent Central Position. £4,000 for Freehold and Goodwill.

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The FIFTH of a NEW SERIES of Articles:
SUPPLEMENTARY AIDS TO CLASSROOM WORK
will appear in the issue for May, 1922.

GEOGRAPHY.

T. ALFORD SMITH, B.A., F.R.G.S.,
St. Dunstan's College, Catford.

OTHER ARTICLES TO APPEAR ARE

MUSIC.

Miss ETHEL HOME,
Head Mistress of Kensington High School.

MATHEMATICS.

Professor T. PERCY NUNN, M.A., D.Sc.,
Vice-Principal, London Day Training College (University of London)

ENGLISH.

G. E. S. CONHEAD, M.A.,
Head Master, Hinckley Grammar School.

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GAMES, DANCING, SWEDISH GYMNASTICS.—For trained and certified teachers having had experience, apply to THE SECRETARY, Association of Past Students, Physical Training College, Liverpool.

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POST WANTED as Matron in large Girls' School or College (no housekeeping) by fully trained nurse. 6 years' Sister's duties in large Country Hospital. Age 41. South England preferred. Address—Miss HODDY, Brewery House, Weyhill, nr. Andover, Hants.

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SCHOOL or Private Secretaryship desired by gentlewoman (ex-Form-Mistress) in May. Book-keeping (double entry), type-writing, shorthand; general qualification, Cambridge Higher Local, including French. Address No. 11,235. *

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Posts Wanted.—continued.

NEEDLEWORK MISTRESS.—Diplomée of the London Institute for the Advancement of Plain Needlework would be glad of visiting engagements for next Term. Experienced Teacher.—E. M. L., 34 The Chase, Clapham Common, S.W. 4.

FULLY trained Hospital Nurse, with wide nursing experience wishes post in large Boys' School to take charge of Sanatorium.—Address No. 11,239. *

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Conference of Educational Associations, 1922.

THE full official report of the Conference held last January is now ready for issue. Persons who have not yet ordered a copy, and wish to have one, should send a cheque or postal order for 5s. 6d. to the CONFERENCE HON. TREASURER, 9 Brunswick Square, W.C. 1.

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Invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for the Easter, 1922, Term, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

Kindergarten and Boys' Preparatory Mistresses.

ASSISTANT MISTRESS required for Boys' Preparatory School in the London Area, to teach General Junior Form Subjects, including Drawing. The post will be non-resident and salary according to qualifications and experience.—No. 21,118.

ASSISTANT MISTRESS required after Easter in a high-class Preparatory School in Home Counties to teach General Elementary Subjects, including Drawing. Salary offered from £70 to £90, resident.—No. 21,057.

ASSISTANT MISTRESS required in Boys' Preparatory School in the Home Counties to teach good Music, together with Elementary French. Salary from £70 to £90, resident.—No. 21,058.

JUNIOR MISTRESS required after Easter to teach General Elementary Subjects, including good Drill and Games in high-class Girls' Private School in the London Area. Salary offered from £75 to £85, resident.—No. 20,523.

SECOND FORM MISTRESS required in May in important Girls' Private School on the South-West Coast. Subjects should include Games, Arithmetic, Algebra, and Geography. Salary about £90, resident.—No. 21,123.

KINDERGARTEN MISTRESS required in May to take entire charge of the Kindergarten in a large Girls' School on the South-East Coast. The N.F.U. Certificate essential. Salary from £80 to £90, resident.—No. 21,097.

PREPARATORY FORM MISTRESS required after Easter in important Girls' Public School in North of England. The N.F.U. Certificate essential. The post is non-resident, and salary according to the Burnham scale.—No. 21,087.

JUNIOR FORM MISTRESS required in May in a high-class Girls' Private School in South-West of England. Subjects should include Mathematics if possible. Salary about £70, resident.—No. 21,115.

Music Mistresses.

MUSIC MISTRESS required after Easter in Girls' Private School, recognized by the Board of Education, on the South Coast. The candidate appointed will be required to take Senior work. Salary offered about £110, resident.—No. 21,128.

MUSIC MISTRESS required in September for a Girls' Private School in Scotland. The candidate appointed must be able to teach the Violin with Junior Pianoforte. The post will be a resident one and a good salary offered.—No. 21,125.

MUSIC MISTRESS required after Easter in a small high-class Private School for Girls in the North of England, to teach Pianoforte and Class Singing. Salary offered from £80 to £90, resident.—No. 21,094.

MUSIC MISTRESS required after Easter or in September, in a high-class Girls' Private School in the Home Counties. The post is resident and a good salary offered.—No. 21,082.

MUSIC MISTRESS required after Easter in a high-class Boys' Preparatory School. Subjects should also include Dancing, if possible. Salary about £100, resident.—No. 21,018.

JUNIOR MUSIC MISTRESS required after Easter in a Girls' High School in the Midlands. Salary about £50, resident.—No. 21,110.

MUSIC MISTRESS required after Easter for a small high-class Private School on the South-West Coast, to teach Pianoforte, Class Singing, and Elementary Theory. Salary about £80, resident.—No. 21,092.

Modern Languages and Foreign Mistresses.

ASSISTANT MISTRESS required in May in high-class Girls' Private School on the South Coast. She must be able to teach French throughout the school and should hold a degree or equivalent. The post is resident and good salary offered.—No. 21,122.

ASSISTANT MISTRESS required after Easter in important Girls' Public School in the North of England, to teach German, together with Elementary Mathematics or Junior Form Subjects. The post is non-resident and salary according to the Burnham scale.—No. 21,088.

ASSISTANT MISTRESS required after Easter to teach French throughout the school. Candidate appointed must hold her degree or its equivalent. The post is res. and good salary offered.—No. 21,081.

ASSISTANT MISTRESS required after Easter in high-class Girls' Private School on the South Coast, to teach French throughout the school, together with some subsidiary subjects which should be stated. Salary offered about £150, res.—No. 21,042.

SENIOR FRENCH MISTRESS required after Easter in important Girls' Private School in North of England. The candidate appointed should be able to offer some subsidiary subjects, preferably Elementary Latin, History, or Botany. Salary about £120 to £150, resident.—No. 20,984.

FRENCH NATIVE MISTRESS required to take up her duties after Easter in a high-class Girls' Boarding School on the South Coast. The candidate appointed must be able to take advanced French. Salary offered, about £120 per annum, resident.—No. 21,139.

FRENCH NATIVE MISTRESS required to take up her duties after Easter in a high-class Boys' pre-Preparatory School on the South Coast. Salary offered, about £80 per annum, together with board and residence.—No. 21,137.

FRENCH NATIVE MISTRESS required to take up her duties after Easter in a high-class Girls' Finishing School near Paris. The candidate appointed must have had previous experience in English schools. Salary offered, from £80 per annum, resident. The Mistress could, if she wished, remain at the School for part of the holidays.—No. 20,930.

ASSISTANT MISTRESS required to take up her duties after Easter in a Grammar School in the Midlands. The candidate appointed should have had previous experience in English schools. The post will be a temporary one for the term, but might possibly become permanent. Salary offered at the rate of £100 per annum, resident.—No. 21,147.

JUNIOR FRENCH MISTRESS required to take up her duties in September at a Girls' School in Canada. She will be required to teach French in the Middle and Lower School, and should have had previous experience. Salary offered, about £260 to £270 per annum, non-res.—No. 21,155.

Mathematical and General Form Mistresses.

CLASSICAL MISTRESS required in September for an important Girls' Public School in the South-West of England. A Graduate or equivalent essential. Salary from £130, resident rising.—No. 20,821.

CLASSICAL MISTRESS required in September for a large County School in North Wales. A First or Second-Class Honours Graduate

essential. Post non-resident; according to Burnham scale.—No. 20,947.

CLASSICAL MISTRESS required in May for a small high-class Girls' Private School in the Home Counties. Salary offered £120, res.—No. 21,111.

HISTORY SPECIALIST required in September in important Girls' School in the Home Counties. She should also be able to offer English Literature. A Graduate or equivalent essential. Salary £140, resident.—No. 21,133.

ASSISTANT MISTRESS required after Easter in a high-class Private School on the South Coast to teach Mathematics up to Matriculation, together with English. Salary about £120, res.—No. 21,135.

HEAD MISTRESS required in important Girls' Finishing School in Brussels. The candidate appointed must be a member of the Church of England and have had previous experience. Salary offered £200, resident.—No. 21,055.

SENIOR MISTRESS required after Easter in a Girls' Boarding School in the Home Counties to teach English, Latin, and Mathematics up to Matriculation Standard. A Degree or equivalent essential. Salary offered £150, res.—No. 20,997.

ASSISTANT MISTRESS required after Easter in important Church of England School in the South of England to teach Geography and Latin. The candidate must be a member of the Church of England. Salary about £80, res.—No. 21,138.

ASSISTANT MISTRESS required after Easter to teach Geography, in important Girls' Private School on the South Coast. Candidates should state subsidiary subjects. Salary offered from £80 to £120, resident.—No. 21,030.

MATHEMATICAL MISTRESS required in May or September in an important Girls' Private School recognized by the Board of Education in the Home Counties. The post is resident and salary according to Burnham scale.—No. 20,742.

Physical Culture Mistresses.

PHYSICAL CULTURE MISTRESS required in May or September in an important Public School on the South Coast. Dartford Student preferred. The post is a res. one and salary offered according to the Burnham scale.—No. 20,861.

PHYSICAL CULTURE MISTRESS required in September in an important Woodard, School in the Midlands. Dartford Student preferred. The post is a resident one and salary in accordance with the Burnham scale, with Pension Scheme.—No. 20,876.

PHYSICAL CULTURE MISTRESS required in September in a large Church School in the Home Counties. Chelsea or Osterberg Student preferred. The post is resident, and salary in accordance with the Burnham scale.—No. 20,179.

PHYSICAL CULTURE MISTRESS required in September in a large and important Boarding School in the North of England. Dartford or Bedford Student preferred. The post is a res. one and a good salary will be offered.—No. 21,090.

PHYSICAL CULTURE MISTRESS required to take up her duties in May in an important Public School in the London area. The candidate appointed must be a member of the Church of England, and be able to undertake Drill, Games, and Swimming. The post could be held either as a resident or non-resident one, and a good salary will be offered.—No. 21,146.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications, and experience, and enclosing copies of their Testimonials. A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no

Fee of any kind is due unless an Appointment be obtained through the Agency.

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Messrs. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

LADIES with University or other teaching qualifications, and teachers of special subjects seeking appointments in Public or Private Schools, at home or abroad, for the Summer or Autumn Terms, should at once register with

Truman & Knightley

SCHOLASTIC AGENTS LTD

who will be pleased to give their requirements careful and personal attention.

THERE IS NO CHARGE FOR REGISTRATION OR MEMBERSHIP.

The terms to those securing engagements through this agency are:—

On accepting the engagement	10s.
At the end of the first term of such engagement	2½%
On the first year's salary, with an additional fee of £1 if the post be resident.	

Special terms for temporary engagements.

These fees are reckoned on the lowest possible basis consistent with efficient service, and compare very favourably with those charged by any other agency.

The following are selected from a number of **Summer and Autumn Term Vacancies**, for which Messrs. TRUMAN & KNIGHTLEY have been instructed to put forward candidates:—

VACANCIES FOR UNIVERSITY WOMEN.

English, History, and General Form Mistresses.

HISTORY SPECIALIST required, after Easter, for County Secondary School in Warwickshire. Good experience essential. Oxford or Cambridge woman preferred. Non-resident. Burnham Scale. A 94,058

HISTORY SPECIALIST, offering one subsidiary subject, required, after Easter, for Recognized Private School in Home Counties. Honours degree essential. Experience and training a recommendation. Churchwoman essential. Non-resident, £170, rising by £10 to £300. A 94,146

HEAD MISTRESS required, after Easter, for good-class Private School on South-East Coast, to take entire responsibility of educational side of the School. Cambridge Tripos preferred. Experience essential. Resident, possibly Burnham Scale. A 94,239

ENGLISH SPECIALIST required, in September, for County Secondary School in Warwickshire. Oxford or Cambridge woman preferred. Experience essential. Non-resident. Burnham Scale. A 94,057

HISTORY SPECIALIST required, in September, for Church School in Northern County, offering elementary Mathematics or Geography as subsidiary subject. Experience a recommendation. Churchwoman essential. Resident. Burnham Scale, less £90 for Board. A 94,404

MISTRESS required, after Easter, for small co-educational Public School near Edinburgh, to teach Latin and History to Senior Oxford standard, with either English or Geography. Resident, from £110. A 94,265

MISTRESS required for Wesleyan High School in South Africa, to teach Senior English and Latin. The Mistress appointed will be required to sail at the end of April. Resident, £200. A 91,101

FORM MISTRESS required, after Easter, for high-class Private School in Yorkshire for Middle School work in French. Elementary Mathematics a recommendation. Churchwoman essential. Resident, £130 to £150. A 94,444

ASSISTANT MISTRESS required, in September, for high-class Private Recognized School for Girls on South-East Coast, to teach History and Literature. Res., £140 per annum. A 95,114

ENGLISH MISTRESS required, in September, to teach the subject throughout the School for high-class Private Day School in Canada. Oxford woman preferred. Salary, \$1,200 to \$1,250 per annum, rising by \$50 to \$1,400. A 95,141

ASSISTANT MISTRESS required, after Easter, for high-class Private School for Girls in Sussex, to teach English and History, and if possible Geography. Resident, from £100 to £150 per annum. A 94,920

Classical Mistresses.

CLASSICAL MISTRESS required, in May, for Church of England High School in the Midlands. Oxford or Cambridge candidate preferred. Non-resident. Burnham Scale, plus allowance for pension after one term's service. C 93,954

CLASSICAL MISTRESS required, after Easter or in September, for County Secondary School for Girls in the Home Counties. Scripture as subsidiary subject. Non-resident. Burnham Scale. C 93,729

CLASSICAL MISTRESS required, after Easter, for good-class Church Boarding School for Girls in the North, to teach Latin to Matriculation and School Certificate standard. Resident, £150 per annum. C 94,282

CLASSICAL MISTRESS required, after Easter, to teach chiefly Latin, in Public Secondary School for Girls in the North. Non-resident, Burnham Scale. Temporary one term or possibly permanent. C 94,624

Modern Language Mistresses.

ASSISTANT MISTRESS required, after Easter, to teach French, with some subsidiary subject, in high-class Public Boarding School for Girls in the Home Counties. Resident. Burnham Scale. C 94,143

SECOND FRENCH MISTRESS required, in May, for Public Church School for Girls. Churchwoman essential. Italian or Spanish or Needlework as subsidiary subject. Resident, from £120 to £150, plus pension scheme. C 93,773

FRENCH MISTRESS required, after Easter, for high-class Private School for Girls on South Coast. Resident, £140 to £150 per annum. C 94,891

FRENCH MISTRESS required to teach the subject to Senior Cambridge and Higher Certificate Standard, for Public Secondary School for Girls in Eastern County. Join on May 2. Temporary for half, or possibly whole of term. Non-resident. Good salary offered. C 95,045

FRENCH MISTRESS required, in September, for Private Recognized School for Girls in Midlands. Subsidiary English required. Non-resident, about £240 per annum. C 95,147

TWO MODERN LANGUAGE MISTRESSES required in September for Church of England Secondary Boarding School for Girls in Canada. French Conversation, German, and some subsidiary subjects between them. Resident, \$800 and passage. C 95,121-22

Mathematics, Science, and Geography Mistresses.

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See also pages 256 and 257.

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SUMMER SCHOOLS and Vacation Courses.

See also pages 255 and 257.

UNIVERSITY OF LONDON

THE FIFTEENTH HOLIDAY COURSE FOR FOREIGNERS, arranged by the Board for the Extension of University Teaching, will be held at Bedford College from July 21—August 17.

A limited number of English teachers desirous of studying

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It is essential that teachers wishing to be admitted to the Course should apply early, if possible by the middle of May.

Full particulars of the Course may be obtained gratis from the Education Department, County Hall, Wakefield.

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SUMMER SCHOOLS and Vacation Courses.

See also pages 255 and 257.

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The SIXTH of a NEW SERIES of Articles :

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OTHER ARTICLES TO APPEAR ARE

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Miss ETHEL HOME,
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Professor T. PERCY NUNN, M.A., D.Sc.,
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OCCASIONAL NOTES.

A COLLECTED reprint of the presidential addresses delivered at annual meetings of the N.U.T. would, we imagine, form an instructive comment upon our national doings in education since 1870. We might call these addresses milestones on the road, were it not a fallacy to beg the question of progress by using such a metaphor. Mr. W. G.

Cove, in his able and stimulating address at the Torquay Conference could not of course record any progress during the past year. It was inevitable that he should be occupied chiefly with the reactionary Geddes Report. We do not think it necessary to assume, as Mr. Cove does, that the persons who drew up that report are callously indifferent to the welfare of the people. We think the Government of which Mr. Fisher is a member blundered hopelessly in asking for a report on education from men who, by instinct and training, tend to regard the nation simply as a business concern, and naturally therefore apply to schools, universities, libraries, museums, and possibly churches also, the crude test—do they pay? For practical purposes these men know only material values, and profess no concern with such "impalpable essences" as spiritual values. We all have our weaknesses; and the characteristic weakness of the business man is manifest in every line of the report. We strongly approve of Mr. Cove's remarks upon teachers of young children. Mr. Fisher's deliverance on that subject may have been good enough for an Oxford don. It is not good enough for a Minister of Education. Indeed it is one of the worst things uttered by a Minister of Education since Robert Lowe's time. So also is his opinion about evening schools,

which are not to be properly maintained even as a poor substitute for the doomed continuation schools. We vastly prefer Mr. Cove's way of looking facts in the face to Mr. Fisher's too easy optimism.

IT was hoped that the publication of the Burnham Reports would put an end to all local salary difficulties, inasmuch as machinery was set up for dealing with the problem on national lines. We regard it as a great misfortune that certain Local Authorities have taken individual action without any reference to the Burnham Committee. In Southampton the Elementary Teachers, already poorly paid—only the provisional minimum scale was in force—were told that they would have to share in the 20 per cent reduction which was proposed for all municipal employees. The "key-figure" of the provisional minimum scale is £300. Thus it was proposed to reduce this to £240—and it is known, of course, that the Government wish to make a further 5 per cent cut for purposes of Superannuation. When it is added that the Board agreed to the allocation to Southampton of Scale III, with its key-figure of £380, the gross unfairness of the whole position becomes still further manifest. The teachers have refused to accept the reduction, and, as the Local Authority have broken the truce, they have said that they will not return to work except under the proper scale (Scale III) with certain concessions as to carry-over. The Committee which was negotiating with the teachers accepted this, but the Town Council refused to endorse the settlement. The result is that there is a lock-out of about 500 teachers in Southampton.

A SOMEWHAT similar situation exists at South Shields. Here there are two secondary schools, and the teachers all received notice of dismissal with the offer of re-engagement at a reduction of 15 per cent. They have refused to accept reappointment except on the full Burnham Scale, and it seems probable that the secondary schools will be unable to reopen next term. It will be remembered that following the refusal of a neighbouring Authority—West Hartlepool—to adopt the Burnham Scale the difficulty of efficiently staffing the Girls' Secondary School was so great that the Board refused to recognize the school as efficient. Teachers who are concerned for their future prospects will naturally be reluctant to take service under Authorities likely to be thus unfavourably singled out. The moral of all this is that once a national agreement has been signed it ought not to be varied except by the signatory bodies. The action of Southampton and South Shields is entirely unconstitutional. They have struck a very serious blow at the principle of settling disputes by negotiation, and we trust that before long better counsels will prevail.

THE effect of the "economy campaign" has been brought home with startling suddenness to a large number of secondary school teachers in London. The London County Council was one of the first Education Authorities to come to an agreement with its teachers after the publication of the Burnham Report. Negotiations between the Council and the secondary school teachers were in progress during the autumn of 1920, at which time the Report had not been accepted by the Teachers'

Associations. It was known that there was a strong minority, which might easily be turned into a majority, against ratification. Hence, as the result of conferences between accredited representatives of both the Council and the secondary school teachers, it was agreed that there should be an immediate full "carry-over" and that all teachers in the aided and maintained schools who had been placed, with the sanction of the Council, on the old higher scale, should receive the allowance for a good hon. degree. It should be observed that, according to the Council's regulation, no one could be placed on the old higher scale who did not possess a good hon. degree or its equivalent. At the same time, an academic "equivalent" had not in many cases been insisted upon, so that long and meritorious service, for instance, had received recognition in this way. In a word, what happened was this: the Council's old scale was a "good hon." scale, therefore all those who were already on it were deemed to be entitled to the "honours allowance" of the Burnham Report. Another relevant fact is that the teachers agreed with considerable reluctance to repay a loan of £45 which had been granted in anticipation of the adoption of the Burnham Scale from April 1, 1920.

THIS arrangement has now been in force for a year and seven months, and the Board of Education paid grant on the expenditure involved during that time. But the Board now stated that they will not, after March 31, pay grant on any honours allowances that are not strictly in accord with the recently issued appendix to the Burnham Report, though in agreeing to this appendix, the teachers' representatives on the Burnham Committee never anticipated that it would be applied retrospectively. This pronouncement affects about six hundred teachers in London, and steps were at once taken, without any consultation with their representatives, to instruct the school authorities to give them notice of dismissal with an offer of reinstatement at new salaries with the honours allowance deducted. This startling procedure met with a prompt response, and the full meeting of the Council was supplied with information concerning the agreement which caused it to refer the whole matter back to the Education Committee. There appears to be no reasonable doubt that the Council, through its representatives, did make a definite agreement with its secondary school teachers. The agreement then made and accepted by both parties ought to stand, and the strongest pressure should be brought to bear on the Board to ensure that grants on this expenditure shall continue to be paid. But whether the Board paid or not, the Council will, we feel sure, see to it that any agreement made in its name is duly honoured. The attitude of the Board appears to us to be unreasonable. Local Authorities have been allowed to enter into agreements with their teachers, and it is unfair at this late stage for the Board to endeavour to back out of paying their share. London is not the only Authority involved. Some other areas have adopted a reasonable interpretation of the "good honours" clause which ought not to come up for review under the new appendix. Further, other Authorities have acted generously (as they were recommended to do) in placing non-graduates on the graduate scale. This action is also being called in question by the Board. We feel bound to remark that this action will occasion great bitterness,

and that in our opinion the action of Local Authorities who have acted in good faith in these matters ought not now to be questioned.

THE action of the Board of Education with regard to the admission of recognized students (King's Scholars) to the Training Department of the University of Leeds has created no small stir in local circles and some indignation. It appears that the University authorities were admitting these students in the normal way and preparing to admit at least the same number as last year. About the middle of February, without warning, they were instructed not to admit any more. At that date it appears that practically no local students had been admitted. Apparently the University authorities were reserving a sufficient number of places for them. As matters now stand, however, few, if any, students from Leeds schools can be admitted, and several schools in the vicinity are in a like position. This is viewed as a hardship, and with good reason, and strong representations have been made to the Board by the University and the Governors of various local schools. It appears that in the ordinary course of events the Training Department, even if it admitted no more than last year, would have had in all a larger number of students than in the previous year. This is due to the fact that with the knowledge and desire of the Board of Education the University authorities have instituted a four years' course of training in place of the previous three years' course, and next year will be the first year in which the complete four years' course comes into operation. In these circumstances it seems somewhat extraordinary that the Board have adopted their present attitude.

IF Mr. Macquisten's speech on the Civil Service Estimates really represents the views of the man in the street, the need for higher education in this country is greater than we have supposed. To describe the boy with a vigorous intellect as knowing that the education given by the battle of life was the only education he could ever hope to acquire, and to infer that higher education was for the boy who wanted to be a hanger-on, is simply grotesque. The great majority of boys begin the battle of life at the age of fourteen or earlier, with no choice in the matter, and to the great impoverishment of the effective intellect of the country. Again, Mr. Macquisten asks what training for character there can be in a State-aided school. He appears to forget that a considerable number of the public schools, whose success in character-forming he praises, receive grants from the State. He calls State-aided education eleemosynary, and from this gibe we must infer that if the nation, in its collective capacity, decides that the business of education must be nationally managed and paid for out of national funds, those who participate in its benefits are bound to bear the brand of pauperism. This is surely individualism gone mad. The remarks of the honourable member on the "privileged class," the "priesthood" of teachers, fighting in the press behind the bodies of children as the Germans fought behind women and children in Belgium, are as absurd as they are offensive. It is perhaps inevitable that the teaching profession, in its opposition to the anti-educational bias of the Geddes Report, should have

The Policy of the Board.

Mr. Macquisten on Education.

laid itself open to misrepresentations of this kind, and that its defence of an honourable national agreement should be met with the accusation that it considers only its own interests. But it is a pity that a member of Parliament should so distort facts. Let us hope that when—as Dr. Murray tells us he does—Mr. Macquisten passes the plate round in his Edinburgh church on Sunday mornings, he will collect a juster and more charitable view of the teaching profession.

THE Education and Parliamentary Committee of the British Science Guild appear to share the opinion of the Committee on National Expenditure on the question of the percentage system of Government grants to Local Education Authorities. "In practice," they say, "it has entailed unexpected and costly consequences; is proving subversive of the principle of local administration, and has led to an unnecessary multiplication of officials doing the same work." The provision of educational facilities is a national, and not simply a local, service, and we have always contended that it is equitable for the Central Exchequer to bear a fair share of increasing costs. At the same time, if the present complicated system does, in effect, result in restricting the freedom of local administration, it should not be impracticable to devise some means by which the responsibility of the government will be adequately recognized and local autonomy preserved. There is no doubt that financial partnership under present conditions does increase administrative cost, but relatively, to the expenditure involved, this is a small matter that scarcely merits consideration. The British Science Guild suggests that Education Committees should be "rationed," both by the State and the Local Education Authorities to whom they are responsible. As the State is committed to three-fifths of the expenditure in what is by far the largest proportion of the educational liability, there might be some difficulty in doing this without completely arresting necessary developments.

THE question of finance and the extent to which bodies responsible for educational administration should be "rationed," or controlled, is not peculiar to this country. We gather from the *Educational Review* that the matter is one of some importance in the United States. Boards of Education on the other side of the Atlantic correspond, more or less, to the Local Education Authorities here, and discussing the "Financial independence of Boards of Education," Mr. Judson S. Wright puts forward a claim for complete immunity from control. "The public school system must be maintained with the highest possible efficiency. Liberal public expenditures are demanded by the people of all cities and no complaint will be made if effective results are obtained. These results can be brought about only by a single agent being responsible for the levying of the tax and the expenditure of the money. The people should demand the financial independence of Boards of Education in every city of the Union." In days gone by School Boards in this country enjoyed the freedom demanded by Mr. Wright. There are still people who deplore the abolition of School Boards and who feel that the interests of education demand the election of authorities *ad hoc*. We have always believed, however, that the cause of education would be advanced, and not

retarded, by definite association with other departments of civic responsibility, and the experience of the last twenty years has confirmed that belief. We agree with Mr. Wright that it is educationally a sound principle for school authorities to have the right to determine, within reasonable limits, the amount of funds they need and to administer such funds without interference.

THE reports on the first year's working of the Day Continuation Schools established by the London County Council are distinctly encouraging; they sound a very clear note of hopefulness and rich belief in the value of these schools for the community. The eight hours' weekly instruction comprises one hour each for calculations, drawing, physical exercises, and general subjects, and two hours for English, including history and geography, and two hours' practical work. One of the chief difficulties, as might have been anticipated, was with children who are described as possessing sub-normal mentality. For these, however, a curriculum of a very elementary nature, and entailing more handwork, was found to be effective. And the practical work, both for boys and girls, proved to be of great value. Not unfrequently students who were backward in other subjects revealed an interest in this work which reacted upon the class work to its ultimate improvement. The attitude of employers appears to have changed very considerably. This has been due, partly to the trouble taken by the school authorities to arrange times of attendance as far as possible to meet the convenience of those chiefly concerned, and partly to a growing recognition of the benefit derived by the young persons themselves. The establishment of School Employment Bureaux proved a valuable development, and formed a useful link in the promotion of friendly relations between teachers, parents, and employers.

DURING the past month the *Times* has opened its columns to a correspondence on the well-worn subject: What shall we do with our boys? At the present time the restriction of trade and the Geddes axe on the services have made openings for young men leaving the public schools and the universities exceptionally difficult to discover. The Army, the Navy, and the Air Force need fewer officers, for not only are the forces smaller but also a large number of supernumerary officers have to be absorbed. The Indian services—civil, police, and army—also need fewer officers; and owing to the situation in that country few young Englishmen desire to work there. When there is a dearth of situations the best prepared candidates obtain the preference, and it behoves all students, and their guardians, to see that they make the best of their time at school. It has been so long the habit of boys at the more expensive preparatory and public schools, with some exceptions, to pass through with the minimum amount of work, that our upper and upper middle classes, although more sportsmanlike, are certainly less instructed than those of our chief trade rivals. And we must not forget that women now are competitors for many posts that formerly were occupied by men only. We foresee that those who are not able to reach the desired standard at school will be obliged to be coached privately or to accept any minor position that presents itself. Parents are often ignorant of the advice they can

Percentage
Grants.

London
Continuation
Schools.

Educational
Finance in U.S.

Careers for
Boys.

obtain in their difficulties. The Head Masters' Association has an Appointments Committee that has already done excellent work, and the Future Career Association is always ready to offer its services. There are many manuals too, on the choice of a career which do not give much actual help in the placing of a boy, but do clear away much doubt in deciding what possibilities exist and what careers are evidently impossible.

Transfer of Scholarships. THE recommendation of the Departmental Committee on Scholarships and Free Places to the effect that holders of scholarships removing from one area to another should be taken over by the Authority of the area to which they remove, has been approved by the County Councils Association and also by the Municipal Corporations Association. This is obviously the case where uniformity of procedure is essential. There are still, however, a good many authorities who prefer to retain responsibility for the scholarship they have awarded and to continue the allowance equivalent to its value during the tenure although the holder migrates to some other administrative region. The conclusion of the Departmental Committee endorsed by the Association notwithstanding, there is much to be said for the alternative system. The Authority awarding the scholarship has done so with special knowledge. It may have been more or less liberal than the Authority of the area to which a pupil may remove. It is difficult for another committee to take over a liability that may have been contracted under entirely different conditions than those applicable to the scholarships they award.

Art for Matriculation. THE plea of the Art Teachers' Guild for the full recognition of Art in the First Examination as a Matriculation subject deserves, and should receive, sympathetic recognition from the authorities concerned. Art is a regular and valuable subject in schools, useful in later life to all sorts of people as a second language and means of expression: it can be made of any standard of difficulty to correspond with other subjects, and can be and is taught in a sound way; there is no reason why it should not rank as a fifth or sixth credit for Matriculation as well as German, Botany, and Geography. For many pupils it is of far more profit as a study than is a foreign language: they find English hard enough, and can express themselves far more completely and satisfactorily through their fingers, and can with far less wasted effort attain a credit standard in Art than in a foreign language. To most girls, to all teachers and science students, to intending engineers and manufacturers, as well as to many who enter business, the practical value of Art as a school subject needs no amplification. If it is not recognized for Matriculation as counting towards a pass, it has in general to be dropped in the last year, or even the last two years of the pupil's schooling, just when real progress can be made. Rarely is it possible with so much else, compulsory mathematics, the language demand, and the science that the Board of Education requires up to the First Examination, to find time for extras. Music, Art, too often Divinity, have to go in that last year. What stands in the way of this recognition? Is it academic ignorance? To-day surely university authorities know that Art is not a mere ladylike accomplishment, and that it can be taught thoroughly in schools. Some Matriculation

Boards have of late shown such breadth of view and knowledge of educational conditions that we may hope for some measure of reform in this matter as in others.

"THE Problem of the Small School" was discussed by Mr. C. G. Watkins, the Secretary to the Bucks Education Committee, at the meeting of members and officials of Local Education Committees at the annual gathering of the National Union of Teachers at Torquay.

The Small School. Mr. Watkins made an interesting and useful contribution to a question that is of particular importance just now. He estimates that to-day there are about 2,000 schools in England and Wales with fewer than thirty children in average attendance. They are expensive to maintain and cannot, under the best of conditions, afford the educational facilities available for children attending larger schools. Mr. Watkins favours control or consolidated schools. He says that in Bucks two schools existing for the benefit of fifteen and nine children respectively, and costing between them £450 to maintain, were recently closed. The children, for a third of the cost, are motored to other schools where they receive a much better education. Mr. Watkins notes that in the United States, during the past twenty years, 50,000 one-teacher schools have been abandoned and 12,000 consolidated schools substituted. In Massachusetts the cost of transport has grown from £4,400 in 1888-89 to £135,000 in 1918-19. We are of opinion that economies might be effected, and better results obtained, in this country by consolidating educational facilities in sparsely populated districts. The advent of the motor-omnibus has simplified the problem. One of these vehicles traversing a circular route of ten or twelve miles might collect the children who now attend half a dozen very small schools, and also prove of considerable value for other purposes in an agricultural district. There is, of course, the difficulty presented by the dual system of school management. This frequent cause of unproductive educational expenditure would not, however, bar the way in dealing with schools of under thirty. Adequate facilities for the transport of the children might render it possible for such schools to be designated as "unnecessary."

THE UNIVERSITIES REPORT.

WHEN, on March 3, 1919, the Universities of Oxford and Cambridge applied for State financial assistance, it was obvious that before the request could be granted the Government would have to be assured of its necessity. As a result a Royal Commission was appointed in November, 1919, "to inquire into the financial resources of the Universities and of the Colleges and Halls therein, into the administration and application of those resources, into the government of the Universities, and into the relations of the Colleges and Halls to the Universities and to each other, and to make recommendations."

During the last two and a half years the Commission has held sixty-six meetings, examined over ninety witnesses, and has now issued a Report extending to 256 printed pages*.

The total cost of the Commission will be not far short of £10,000. Apart from questions of curriculum and the internal government of the Colleges (as distinguished from University government) which apparently did not come within the terms of reference, the Report ranges over the whole sphere of activities of the two Universities.

* Royal Commission on Oxford and Cambridge Universities Report [Cmd. 1588]. 6s. net.

In a prefatory historical survey, admirably lucid, the broad outlines of the development of the Universities are traced and a fair and impartial picture of them as they exist at present is given. The Commissioners do not seem to have found anything seriously wrong with the two Universities. At all events they do not suggest any really fundamental changes. The Report is distinctly conservative. It is interesting to note that accompanying the 176 recommendations there are only some half-dozen reservations. Mr. Asquith seems to have kept his team well in hand.

The question of finance assumes a position of first importance. Increases in the number of students, the variety of subjects taught, and the amount of instruction to each student have necessitated great increases in staff and expenditure. These coupled with the change in the value of money have made the Universities unable to pay their way. Only an interim grant of £30,000 a year from the State made it possible for them to continue on their present basis. But many of the staffs are underpaid and overworked. The lack of a satisfactory pension scheme makes the fixing of a retiring age out of the question. In consequence "professors must often continue as now to serve till they are over seventy and even eighty years of age." Again, the number of teachers is insufficient and the amount of time given to research is totally inadequate. The existing libraries and museums are not properly staffed or supplied with new books and material for study and research. Nor is it possible to develop new subjects of study. The Report makes it clear that the case for a largely increased income has been made good.

With regard to the sources of additional income the Report is opposed to such increase of fees as would make Oxford and Cambridge into "rich men's Universities." The increased taxation of the Colleges would not provide a new access of revenue; it would simply mean a transfer of control of money. And present conditions are unfavourable to private benefactions. The Commissioners recommend that each University should receive from the State, in place of the interim grant of £30,000, an annual grant of £100,000, plus a special grant of £10,000, for a limited number of years, and a lump sum for pension arrears. These grants would have as a first charge the salaries and pensions of teachers. It is suggested that the normal salary of a University professor should be about £1,200, while the stipends of readers and lecturers should be fixed according to the needs of the work. As for pensions, the Federated Superannuation System of the Universities is recommended, in which the governing bodies contribute a sum equal to 10 per cent of the salary, and the teachers 5 per cent. The remaining grant would be applied to research, additional staffs, laboratories, libraries, museums, further provision for non-collegiate bodies, extra-mural work, and grants towards women's education.

While the question as to whether so large a State grant would affect the autonomy of the University does not seem to have been considered, the Report states that if there were any danger that grants of public money would lead to the State control of opinion in the Universities it might be the lesser of two evils to decline in efficiency than to lose independence. "But," continues the Report, "the ways of thought and feeling of the modern British community are hostile to any development in the direction of State control of the academic spirit, and the public grants already enjoyed by the old Scottish and new English Universities have not led to State interference with opinion and tendency in those institutions."

The closer relation of the Colleges with the Universities is also a question which assumes importance in the Report. The growth of the College system is traced and tribute paid to its many excellencies. At the same time it is made clear that in certain respects the work done by the Colleges needs to be supplemented to a greater extent than at present by University activity. Certain expenses of the Colleges are criticized and regulations for increased contributions

by the Colleges to the Universities suggested, but no attempt is made to put them under the control of the Universities or to deprive them of their power of initiating new policy. The Commissioners believe that a number of independent Colleges in wholesome competition with one another is a source of strength to the University. They recommend, however, that every proposal for a change in College Statutes, whatever its nature, should be submitted to the University before being sent to the Privy Council.

Certain proposals are made regarding Fellowships. It is suggested that College Fellowships should be divided into five classes of which two only should be stipendiary, the others deriving income or pension as the case may be from University sources. Stipendiary Fellowships would be conferred on those only who were employed either in administration, teaching, or research. This would enable a College to attach to itself a larger number of distinguished men within the University and thus make for a much closer linking of College with University than at present. Again, it is recommended that there should be better co-ordination among the Colleges regarding scholarships. A Central Committee to lay down principles regarding the grants of financial assistance is proposed. Normally, scholarships should carry with them only the privilege of rooms in College free of rent and rates; no cash emoluments should be granted to scholars and exhibitors except in cases of need and on supply of full information as to private means; and the maximum sum granted should be £80 in addition to free rooms. The further development of the existing system of State scholarships is advised, but it is somewhat ironical that the publication of the Report coincides with the publication of the Education Estimates in which the Government is proposing to cut down the amount previously voted for these scholarships.

The cost of living in Colleges is seriously tackled, and various suggestions for reducing this expense are made such as the introduction of the system of bed-sitting-rooms, the establishment of "colony" lodging-houses, the institution of co-operative laundries, the extension of the system of common meals in halls, the provision of simple and economical meals, and the appointment of a resident catering and buying expert.

Still another important matter dealt with by the Commissioners is the government of the University. The proposals aim at simplifying the administration and giving the resident administrators and teachers more control. Two new Boards—the Board of Study and Research and the Finance Board—are created. These Boards are to report to the Council.

Among other suggestions are the institution of a common University Entrance Examination and ampler facilities for the education of women. It will interest some to note that the Cambridge Committee recommend "that Cambridge remain mainly and predominantly a men's University though of a mixed type," the number of women graduates being limited to 500.

On the whole one feels that Oxford and Cambridge have come through the ordeal fairly well. There are no proposals of a revolutionary nature—the main organization remains untouched. A number of changes, many of them minor ones, are suggested which are intended to lead to greater efficiency. It is probable that the Report will remove some misconceptions by the public. It may surprise some to learn that "most of the undergraduates are serious and hard-working students, if not entirely divested on all occasions of the exuberance natural to congregated youth," and that a large and increasing proportion of students are poor men maintained at the University either out of College endowments, public grants, loans, or personal assistance. Whatever else the Report does it leaves a picture in the mind of a conscientious, overworked, underpaid staff struggling with work which they cannot adequately compass, and hence deprived of those opportunities for research which one naturally feels ought to be provided at Universities of the standing of Oxford and Cambridge.

HISTORY EXAMINATIONS.

BY E. H. DANCE.

ALL examinations are admittedly to some extent evil, and involve certain disadvantages which everybody is prepared freely to admit. They are always times of stress, and to that extent they fail in their principal object of providing a precise test of the candidate's ability. The ability to answer examination questions is a specialized sort of skill, and want of it may place extremely competent and even brilliant people in an entirely false position on the list of results. Then there is the irreducible minimum of cramming, which in certain subjects the most perfect system of examination yet devised has entirely failed to eliminate. Nevertheless, the advantages of examination are generally held to outweigh their disadvantages, and they remain with us as a necessary and inevitable evil. They are a convenient halting place in the school course, an annual stock-taking, when a certain amount of unnecessary knowledge can be cleared in preparation for fresh work; they provide a convenient record of achievement and ability for the use of authorities; finally, they act in advance as an extremely effective spur to the pupil, and school masters are already beginning to regret the Board of Education's decision to discourage the public examination of middle forms.

None of these, however, are features peculiar to examinations in history, with which we are here specially concerned, and which certainly stand in need of immediate attention. History examinations, more, perhaps, than any others, are characterized by a general listlessness and vagueness of aim which is the direct legacy of the careless attitude towards history teaching that prevailed until recent years even among history specialists, and which has not yet, by any means, been abandoned by those not immediately concerned with the subject. Whereas the tide of educational renaissance in the last two generations swept into its course methods of teaching history, and is only just leaving them high and dry in some sort of stable position, history examinations still meander unconvincingly along the sluggish stream of academic tradition. Teaching has been revolutionized; examinations remain unchanged, and will continue to be unsatisfactory until they have been galvanized into some sort of organic connexion with the methods and ideals of the teaching which they are supposed to test.

What are those ideals? Primarily, history teaching has learnt to step into line with the general psychological development of recent years, and instead of merely seeking to instil lifeless facts into the mind of the pupil, endeavours, in accordance with the educational ideal, to combine facilities for self-expression with the provision of mere information. The informative side of history can never be avoided, and it has its proper place in the educational scheme. But the history teaching which does nothing but inform is a failure. History provides a better opportunity than any other subject in the curriculum for a training in what I have elsewhere called "imaginative" induction, in order to distinguish it from that of the science laboratory, where the phenomena upon which induction is based are both material and isolated. Now it is precisely this aspect of modern history teaching which receives least recognition in modern history examinations. Those examinations attempt, indeed, to test the ability of the candidate to deal with generalizations, as well as his knowledge of the facts. But not only are the facts of which knowledge is demanded more extensive than are required for the ordinary use of history by the educated citizen: in addition to this the generalizations themselves are not, as a rule, the result of personal induction, but are almost invariably imposed from outside. The self-expression of the pupil has rarely played any part whatever in their formation.

The results are sufficiently clear. Preparation for most history examinations, in spite of general lip-service to the

educational ideals of our day, is still almost invariably a cram. History questions, in order to avoid demanding nothing more than a catalogue of facts, are confined to a limited number of generalizations which have percolated from the works of the great historians into the text-books, and have been accepted by pupils from the latter without question. In other words, every history examination of the prevailing type fails to test anything whatever except the memory of the candidate. Objective facts combined by another mind into equally objective generalizations are quite sufficient material for excellent results. History is in consequence the playground of coaches and correspondence colleges, who can easily anticipate the questions that are likely to be set, and cram them into their clients; and it is a standing tribute to the general integrity of history teachers that so many of their pupils fail, and so few obtain distinction. It means at least that many are bold enough to prefer educative methods to factitious results.

That is the double fault of the history examination. History teaching has pulled itself into conformity both with educational ideals and with the requirements of modern citizenship, whereas the examinations remain, in defiance of both, merely a test of memory, whether the memory be of events or of received opinions. The need is to bring examinations into line with teaching, and therefore with the principles which that teaching embodies. If this is to be done, history will have to take up more room in the examination than hitherto, just as it is also claiming to take up more room in the curriculum. History stands almost alone among the subjects most generally taken by candidates for leaving certificates, in having allotted to it as a rule only one paper, and never more than one kind of paper. The different aspects of language teaching are represented in examinations by unseen and composition: of English teaching by composition and literature: of science by theoretical and practical papers. Even art has its "model" and "design," and scripture its Old and New Testament. History teaching is not the one-sided affair that the examination time-table seems to represent, and its two-fold function requires a two-fold testing. While on the one hand the existing test of memory cannot be forfeited, the educative process which lies at the root of the best modern methods of teaching the subject ought to receive due recognition. In other words, what is needed is a separate examination in individual induction. Examinations in geometry, for example, set "riders" not principally in order to test knowledge of the propositions, but in order to ascertain whether the deductive faculty of the candidate is properly developed. History examinations ought similarly to test, not merely a knowledge of facts (again, whether the facts be events or received opinions), but the development of the candidate's ability to construct his own generalizations from given historical data. Whether those data should be printed at length on the examination paper in the fashion of a passage for précis, or whether access should be given during the examination to recognized works of reference (and this is by no means a new suggestion), is not a matter of fundamental importance. The vital requirement is that the movement, which is already in full swing, to devote much of the history lesson to training in induction from political facts, should be encouraged by the knowledge that these activities are not comparatively useless for examination purposes, and that teachers who merely cram their pupils will not monopolize such rewards as examination results provide.

At the same time the prevailing characteristic of the memory test would need revision. In a double examination of this type original generalizations would receive adequate attention in the induction test, and it would no longer be imperative to adapt questions on matters of fact to the present demand for some sort of reasoning process during history examinations. With one paper devoted exclusively to original induction, the other might be unblushingly confined to mere memory, whether the memory were of nothing more than the events of the

period, or also of the views of recognized authorities. There would even be no longer any inherent harm in asking merely for lists of dates in the old style, or for the terms of statutes and treaties and similar matters of pure fact. This paper, however, would test the candidate's command of the knowledge required by an average education, and it would therefore be undesirable to permit the enormous range of choice which is a most notable feature of the present type of history examination. It may be objected to this that the elimination of the choice of questions would press with undue heaviness on individual candidates. That, however, is a chance which any examination involves, and in other subjects the possibility is not commonly used as an excuse for setting alternatives, even in the case of a language unseen, where it is often possible that one or more of the passages are not unseen at all. If the object of the examination is to ascertain whether the candidate has succeeded in acquiring the knowledge which he ought reasonably to possess, there is no inconsistency in penalizing him for failure to learn a specific portion of that knowledge. An occasional candidate may, indeed, be fortunate in the questions set, and pass undeservedly: that difficulty will always remain. But where the paper proves to be beyond his powers, the candidate cannot, on our hypothesis, complain of unfair treatment, since he has simply failed to show that he possesses knowledge which the examiners believe to be essential.

In any case the precise character of the memory test is matter for more detailed consideration elsewhere, and it is in this direction that the present examination system is least unsuccessful. The fundamental defect is that in the endeavour to fulfil two functions simultaneously, neither is properly performed. The necessary memorizing can be accomplished by candidates through sheer cramming, and the generalizations which are at present required in order to minimize this evil are such that they defeat their own ends by merely leading to more intensive cramming, since they are themselves easily anticipated and committed to memory. What is needed is an entirely new type of question; teachers have long ago realized that their concern is much more with the minds of their pupils than with the matter of their own particular subject, and until examiners learn that it is their business to adapt themselves to this development and test the logical alertness as well as the memory of the candidate, examinations will inevitably remain in the academic groove.

Finally, there is an obvious improvement which could be made in the syllabus itself. At present, the work set for examinations is defined simply by two years, and no indication is given of the precise ground to be covered within those limits. This has two clear disadvantages: in the first place, by its vagueness, it stimulates the tendency, always so difficult to eradicate, towards a desultory treatment of the subject, which in consequence has hitherto received less systematic attention than almost any other. And in the second place a single year is never a suitable limit to any historical period, since it inevitably cuts in two the majority of the movements which are in progress at the time. History is continuous and not merely a succession of even partially water-tight periods, and therefore no given year can possibly be a satisfactory halting-place.

Both of these difficulties would be at once surmounted if examining bodies published their syllabuses, not, as at present, merely in the form of periods determined by two inevitably arbitrary dates, but as a series of topics, of which knowledge is required without reference to the time of the beginning or end of the movements with which they deal. Thus instead of being told vaguely to learn English history, for example, from 1485 to 1714, candidates would be given a list of definite topics for study, beginning, perhaps, with the Renaissance and the New Monarchy, and ending with the beginnings of the Party System and the Decay of Jacobitism—all four of which overlap the ends of the period. This method is already in general use for mathe-

matical, science, and geography syllabuses, and if it were adopted for examinations in history, not only would pupil and teacher and examiner cease to be confined by the arbitrary chronological limits which have for so long been felt to be intolerably irksome; at the same time attention would be focussed, at the very outset of the course, upon essentials, instead of being dissipated in directions determined by the possibility of capricious questions; while teaching and learning alike could become more carefully systematic, and therefore more profound and more valuable.

EGYPT: OLD AND NEW

AFTER more than 2,000 years, Egypt has again a native king; in those far-distant days under the Pharaohs, she had long struggles with Assyria and Babylon, the powers of Mesopotamia, wars of which we learn from the books of Hebrew prophets, for Israel was a buffer state between these mighty opposites. At last, Persia rose on the ruins of Babylon, and about 340 B.C. her king, Artaxerxes, conquered Egypt; soon afterwards, Alexander of Macedon overthrew the Persian Kingdom, and at his death his dominions were divided. Egypt came under the rule of a dynasty of Ptolemies, who had constant wars with the rulers of Syria; it is of one of these, Antiochus Epiphanes, that we read in the Book of Daniel. Gradually the Romans intervened in these disputes, and the end came in the last century B.C.; Shakespeare is for many English-speaking folk the source of information about Julius Cæsar, Antony and Cleopatra, who were the chief actors in the later part of the story, and Egypt became a Roman province in 30 B.C.

For centuries, the history of the country, apart from that of commerce (Egypt was a granary for Rome) centres round philosophy and religion; Egypt did not agree in Christian doctrine with the rulers of Constantinople, and therefore she fell easily under the power of the followers of Mahomed, and was conquered by the Fatimites in 639 A.D. They ruled until about 1163, and were succeeded by Saladin, the opponent of Richard of Anjou and England; then in 1250, during the crusade of St. Louis (IX) of France, the Mamelukes rose to power and ruled the country until their conquest by the Turks in 1517.

For nearly three hundred years Egypt has no history of importance, until in 1798 Napoleon attempted its conquest and was defeated by the British; after that, both France and Great Britain were interested in the country, partly because it belonged to the Turkish Empire, partly because it was on the highway to India. We know from our text-books of British history how Mehemet Ali, as an almost independent vassal of Turkey, came to the help of his suzerain against uprising Greece and how his fleet was defeated at Navarino, but it was Ismail Pasha and his extravagances that inaugurated the modern history of Egypt. France and Great Britain in 1878-9 intervened in the interest of his creditors and established a dual control of the country and its finances, but in 1881-2, with the revolt of Arabi Pasha, France left the suppression of disorder to her ally, and Egypt was occupied by Great Britain alone as a self-constituted mandatory for all concerned; Mr. Evelyn Baring (later Lord Cromer) in the course of many years made Egypt once more prosperous.

When, during the Great War, Turkey declared war on Great Britain, the immediate reply was a repudiation of her suzerainty and the proclamation of Egypt as a protectorate; since then, certain leaders among the Egyptians have agitated for more independence and, at last, under the guidance of Lord Allenby, Britain has given to the country what they desired, a native king, who is, however, protected from interference by other powers by what has been described as a "Monroe doctrine."

PERSONAL PARAGRAPHS.

THE Right Rev. Robert Henry Whitcombe, Bishop Suffragan and Archdeacon of Colchester, whose death was recently reported after a long illness, in his sixtieth year, was formerly an assistant master at Eton. He was educated at Winchester and won a scholarship on the Kindred Foundation at New College, Oxford, where he took a First Class in Mathematical Mods and a First Class in Natural Science. On leaving Oxford he accepted a post as assistant master at Wellington College, and while there he entered holy orders. In 1889 he became an assistant master at Eton, where he taught till 1899, when he was presented to the living of Hardwicke, Aylesbury, acting also in 1902 and 1903 as diocesan inspector of schools in the Oxford Diocese. But what most affected his future was his appointment by his college in 1903 to the vicarage of Romford, Essex; for 1903 was also the year of Dr. Jacob's translation from the See of Newcastle to that of St. Albans, and Dr. Jacob was himself an enthusiastic Wykehamist and New College man, who soon made use of the Vicar of Romford as examining chaplain, and formed a very high opinion of his capacities. In 1909 he was appointed Archdeacon and consecrated Bishop Suffragan of Colchester. Towards the latter part of the Great War Dr. Whitcombe served in France as a Chaplain to the Forces.

THE Governors of St. Dunstan's College, Catford, have appointed the Rev. F. G. Forder, head master of the Grammar School, Skipton, since 1917, to succeed Mr. C. M. Stuart as head master. Mr. Stuart retired at Easter and is this year Chairman of the Head Masters' Association. Mr. Forder is an old pupil of St. Olaves, and graduated from Christ's College, Cambridge. He was First Senior Optime in the Maths Tripos, 1905, and he obtained a Third Class in the Nat. Sci. Tripos, Part I, in 1906. He served as an assistant master at Charterhouse from 1906 to 1917.

MR. A. M. MCINTOSH, assistant master at Giggleswick School for the last seven years, has accepted the head mastership of the Grammar School, Skipton, in succession to the Rev. F. G. Forder. The appointment will be popular locally, for Mr. McIntosh had previously served as an assistant master at the school for a period of six years. He was educated at Bredalbane Academy, where in his last year he gained the Stewart and Menzies bursaries. After a four years' course at St. Andrew's University he graduated M.A. in 1908 and was appointed to Skipton School in May of the same year. He was made second master in 1912, and left two years later to take up duties at Giggleswick. During his six years at Skipton he served under three head masters—Mr. Shawyer, Mr. H. V. Plum, and Mr. A. C. Powell. Mr. McIntosh is keenly interested in sport, having played for his university at Rugby football.

THE death is reported of Dr. H. N. Dickson, formerly Professor of Geography at University College, Reading, and head of the Geographical Section of the Intelligence Department of the Admiralty, at the age of fifty-five. Henry Newton Dickson was born on June 24, 1866, and was educated at the University of Edinburgh. The leading interest of his life was the teaching of geography according to modern methods; he viewed it as a necessary foundation for the study of history, politics, and economics, on the one hand, and of several kindred branches of pure science, on the other. He spent a considerable period in early life as an observer in the Ben Nevis Observatory, and also carried out important oceanographical investigations in the North Atlantic, north of Scotland. He was a lecturer in the School of Geography at Oxford at the period of its inception, and proved himself there an inspiring teacher in the allied physical subjects of climatology and oceanography.

Thence he went to University College, Reading, as Professor of Geography and Commerce. In 1915 he was invited to assist the Intelligence Division of the Naval Staff in the formation of a geographical section. He was rewarded for his war service with the C.B.E. He had recently completed his work, mainly on the geographical side, as principal assistant to the editor of the supplementary volumes of the "Encyclopædia Britannica" (12th Edition). He was president of the Royal Meteorological Society in 1911-12, and of the Geographical Section of the British Association in 1913.

MR. L. G. THORNER, the newly appointed Director of Education for Huddersfield, began his career as a monitor at an elementary school in Lancashire. He was trained at St. Mark's College, Chelsea, and graduated in both Arts and Science. After some experience in higher grade schools he was appointed Assistant Inspector of Schools to the Manchester Education Committee. In 1906 he accepted the position of Assistant Inspector to the Leeds Education Committee and was promoted Inspector in 1910, and Organizer of Education in 1920. Mr. Thorne has had special experience of evening schools and technical classes and of the training of pupil teachers.

THE Right Hon. J. Herbert Lewis, M.P., Parliamentary Secretary to the Board of Education, announces that he has decided, on the ground of ill health, not to offer himself for re-election. Mr. Lewis has represented the University of Wales since 1918. His work on behalf of higher education in Wales has been most valuable. He took a prominent part in preparing the University Charter as well as in the negotiation which resulted in the payment of the penny rate by the County Councils and of the equivalent grant by the Treasury towards University expenses.

NEARLY every year brings to an end some one or other of the Victorian Finishing Schools for Girls. Cotswold-Mayfield, Cirencester, is a notable exception. It was founded in 1838 in Cheshire and was transferred later to North Middlesex, thence to Mayfield House, Southgate, and finally to Cirencester. The present principals, Miss Boyer-Brown and Miss Ansell are completing their jubilee year of school-keeping this year and the continued success of the school—so well known throughout the country—is undoubtedly due to their excellent organization and adaptability.

THE Council of the Cheltenham Ladies' College have received with great regret the resignation of Miss Lilian M. Faithfull, M.A., J.P., Principal of the College. Miss Faithfull, whose resignation takes effect in July next, desires to be relieved of the arduous administrative duties of the post and to devote herself to other branches of public service. Miss Faithfull has been Principal for fifteen years, and she has fully maintained the traditions of the College which her predecessor, Miss Dorothea Beale, made famous.

THE death of Miss Constance Jones will recall many memories to past pupils of Girton College. Miss Jones was Principal of Girton College from 1903 to 1916 and one of the pioneers of higher education for women. Educated at Cheltenham and afterwards at Girton, Miss Jones took a First Class in the Moral Science Tripos in 1880—one of the earliest distinctions to be won by a woman student at Cambridge. She was moral science lecturer at Girton from 1884 to 1903, and vice-mistress of the college from 1896 to 1903. She was the author of many books on logic and ethics.

WE are indebted to a correspondent for mention of the passing away of Frederick Andrews, for forty-two years head master of Ackworth, the famous Quaker school

(Continued on page 268.)

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founded by Dr. John Fothergill in Yorkshire in 1779. Mr. Andrews died suddenly at Ackworth Cottage, Cloughton, on the Yorkshire coast, to which spot he retired two years ago when he left the school at which he had been so long the head, and where, too, he had been a boy and also an assistant master. Born in Sunderland in 1850, of an old Quaker family, Frederick Andrews gained his B.A. London, in 1872, but bad eyesight prevented his studying for a further degree. But this weakness was never allowed to interfere in his playing the game of life as few men play it, never disheartened and always ready to believe in men and causes. "Sympathy" was the keynote of the success he had with the boys and girls passing through his hands. He measured each one up, and one and all liked him. He was the leader and the "enthusiast," whether in the literature lessons he introduced, in the Sunday evening talks that live so vividly in the minds of his former pupils, and in the cricket field where he led the team of masters and boys able to meet any team in Yorkshire. Cricket was a passion, and one of his great hits is still pointed out on the Scarborough ground. A strong Liberal in politics, Frederick Andrews could have had any constituency in the country had he cared to stand for Parliament, and while not an orator, no man could hold both a friendly and a hostile audience better, for he "sensed" his audience immediately, and his entire belief in the causes he espoused, made opposition a difficult matter. In 1906 he was made a J.P. and served regularly on the Bench. It was said of him that he was as keenly interested in the sins of his fellow men as in their virtues. The faith of those who made him head of a great school at the age of twenty-seven was abundantly justified. A great educator in the more restricted sense he may not have been, but his claim to be a great head master none will challenge.

ONLOOKER.

CORRESPONDENCE.

DR. RUDOLF STEINER AS EDUCATIONIST.

To the Editors of The Journal of Education and School World.

SIRS,—Between three and four hundred men and women from all parts of Europe assembled last Christmas at Dornach, in Switzerland, to hear a Course of Lectures on Education, given by Dr. Rudolf Steiner. As one of the group of thirty teachers and others who attended the Course from England, may I, by your courtesy, ask your readers to consider what claims Dr. Steiner has to be considered an educationist?

In his Christmas Course of Lectures Dr. Steiner made a series of exact, positive, and important statements about the hidden nature of the child—the inner processes of its growth, the psychic sources of its physical condition, the needs of its deepest being, &c., &c.—matters concerning which the (physiological) psychologist can make nothing but inferences, matters which he would declare were beyond the reach of scientific observation. Dr. Steiner, however, asserts that what he has to say about the inner nature of the child, derived from super-sensible methods of cognition, is "science" no less certainly than the science of the orthodox physicist.

If these claims can be substantiated, educationists will be put in possession of a body of knowledge concerning the hitherto "undiscovered country," the inner nature of the child, that will become the basis of educational practice.

This is not the place to consider the possibility of "occult" or supersensible methods of investigation. What, as educationists, your readers will ask is (1) whether Dr. Steiner's statements hang together, and at the same time, give us new and valuable information about the child; and (2) whether in practical application his ideas work. Both these tests can be applied by your readers for themselves.

(Continued on page 270.)

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Two little books of Dr. Steiner's on Education are already in circulation in this country ("The Education of Children and Spiritual Science" and "The Art of Education"); the Lectures which he gave at Christmas are to be translated into English and published in book form; a Conference is being arranged at Oxford from August 15 to August 29, at which Dr. Steiner has undertaken to give a Course of Lectures on Education. Here is the material for the first test.

In the summer of 1919 the "Free Waldorf School" was founded to provide elementary and secondary education for the children of the workers and managers in the Waldorf Astoria Cigarette Factory in Stuttgart. From the outset, however, large numbers of other parents begged admission for their children. The school opened with about 250 scholars; to-day there are close upon 600; and new buildings are being erected on a large scale. The direction of the school is in the hands of Dr. Steiner; the education is based upon super-sensible research into child-psychology, and it is given exclusively by teachers whom Dr. Steiner has selected and trained. In the work of this school is the material for the second test of the value of Dr. Steiner's ideas.

The scales in this test are, however, weighted against Dr. Steiner. It is part of his social philosophy that education can only realize its fullest possibilities if it is liberated, and entirely liberated, from every vestige of control by economic and political interests. The Waldorf School is practically liberated on the economic side; it is supported in the main by grants from the Waldorf-Astoria Factory, given without conditions to those whose function it is to educate. On the political side the School is much less free. State laws and regulations affect in many ways the free development of the schooling.

I am sorry that this letter is already so long that I cannot do more than casually mention Dr. Steiner's far-reaching plea—revolutionary perhaps we ought to call it—for the entire liberation of education in the comprehensive sense of the word, art, science, and religion, everything that is of the spirit—

from dependence upon both State and industry. The idea is worked out in his "Threefold State," a book which has been translated into every significant European language, and of which over 100,000 copies have been sold. A concise statement of the conception, stressing the spiritual or educational aspect, appeared in the July issue of the *Hibbert Journal*; this has been reprinted, and is obtainable in pamphlet form from The Threefold Commonwealth League, 74, Grosvenor Street, W. 1.—Yours truly,

ARNOLD FREEMAN,
Warden of The Sheffield Educational Settlement.

CO-EDUCATION.

To the Editors of *The Journal of Education and School World*.

DEAR SIRS,—The recent law-suit brought by a lecturer once at University College against that body for dismissing him because he had kissed a lady student at a ball raises the whole question of co-education. The London Hospital in refusing to accept any more female students decided against the practice, and this unimportant law-suit, which did not rehabilitate the reputation of the lecturer, accentuates the difficulties of the system. We may assert that as a rule English parents do not agree with the common education of the sexes between the ages of 10 and 18. There are certain well-known co-educational schools, but those who patronize them are apt to be considered cranky. Is it for the benefit of both sexes to be educated together after matriculation age? In days of yore, when only the plain or the very keen women sought admission to universities and university colleges, there was no great distraction for the young man whose fancy turns to love or flirtation. The pretty girls were kept at home by their mothers, who found no great difficulty in marrying them off. But now that the balance of the sexes has been upset by the war, and that middle-class incomes are not sufficient to keep girls at home in idleness, there has been a great rush of women towards higher education. And some of these are quite naturally attracted towards the

(Continued on page 272.)

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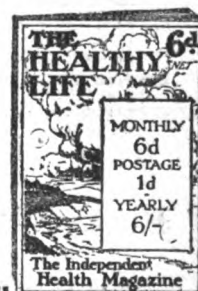
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opposite sex. It is a question whether at this impressionable age students work better if they work together. At Oxford or Cambridge, where they meet only at lectures, no great distraction can be felt; but at those university colleges where the social life is in common such incidents as that at University College would scarcely make for serious study. It is no doubt true, as the Provost said, this was the only case he had known in his sixteen years of office. But, then, every scandal does not reach those rarefied realms where Provosts live. The advocates of co-education contend that by it the two sexes are led to consider each other as comrades and that men especially are less awkward and sex-conscious. This may be so, but does this gain surpass the loss? Would it be to the advantage of education to have colleges for women separate from those of men? Or is it now too late to turn back? INQUIRER.

AFRICA AND THE EAST.

To the Editors of *The Journal of Education and School World*.

SIRS,—All those who are, like the majority of your readers, experts in education, must welcome the unique opportunity offered by the Church Missionary Society in the presentation of "Africa and the East" at the Royal Agricultural Hall, Islington (May 17 to June 15). We are once more reminded—as so often at this time when the stage of the world's history seems to be set for a conflict which is laying bare Ideals—that behind and beneath the acquiescence in a creed lies the understanding of the Law of Life, without which humanity is doomed to perish. Somehow or other educators must bring home to the growing generation that the essence of the human—or 'humane'—spirit is that which we also call divine, *viz.* the power to lose and to find oneself in the life of one's fellows so that "each shall live for all and all shall care for each." This attitude has to be learnt in the family, the school, the township, the nation, the world. How can a man enter into lives of whose conditions he is ignorant? (How many well intentioned

political follies are due to just this kind of ignorance!) It is a task that daily taxes the skill and ingenuity of teachers—to bring home to their pupils the experiences of their fellow subjects in the East—the East with whose well-being our own is becoming daily more involved, whether we like it or no. Here then is a means by which this overwhelming task may be amazingly lightened. School-masters and school-mistresses will be found wanting if they let slip such a chance as is now offered of widening their pupils' horizon and extending for them the meaning of human fellowship by first-hand experience for which words, whether heard or read, are a very inadequate substitute.

It should be noted that within a thirty mile radius of London cheap railway-tickets can be had, on production of a voucher, at a fare and a third. For all further details, application should be made to the Home Education Secretary, C.M.S., Salisbury Square, E.C. 1.—Yours faithfully, MARY HAY WOOD.

TRAINING IN CITIZENSHIP.

To the Editors of *The Journal of Education and School World*.

DEAR SIRS,—May I ask you to make known to the readers of your paper that the British Association Committee on Training in Citizenship has still on hand some copies of the Reports presented to the members of the Association at Cardiff and Edinburgh. The Cardiff Report contains a syllabus of the subject, together with notes that are of special interest and value to teachers on the organization and practice of regional surveys. The Edinburgh Report contains expressions of opinion by head masters and others on the scope of such training in the larger public schools, and has detailed accounts of the methods adopted in certain schools with success.

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Yours faithfully,

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SUPPLEMENTARY AIDS TO CLASSROOM WORK.

V.

GEOGRAPHY.

By T. ALFORD SMITH.

GEOGRAPHY has been defined as the spatial distribution of the physical features of the earth, and the study includes not only the actual distribution but also its causes, together with the processes of survey and cartography. Consequently children have to learn about the earth as the home of man, they have to study the various distributions, and they must be trained not only to visualize distant scenes but also to think in terms of the map. The scope of geography is so wide and far-reaching that incidentally it often touches the border line and sometimes encroaches upon the domain of other subjects, such as history, astronomy, geology, and physics. Hence of all subjects in the school curriculum geography is probably the one which needs more supplementary aids than any other to make the teaching of it really effective. Up to date text-books, an abundant supply of maps, oral explanations, and blackboard diagrams are essential requirements of all geographical work. These essentials may be taken for granted, and it may be well to consider now in what way and by what means other help can be obtained to supplement these essentials.

I. *Geographical Laboratory.* One of the most important supplementary aids to the teaching of geography is a special room or laboratory in which the various branches of the work can be developed to the fullest extent possible. An enthusiastic teacher can of course give a good lesson in any room and under almost any conditions, but for really effective geographical work a special room is absolutely necessary. In many schools such rooms are now in use, but where a room has to be selected from a number of

classrooms it is a great advantage to choose a room with at least one window facing south so that observations of the sun can be made conveniently. The room selected should also be as large as possible in order to provide ample wall space for maps and diagrams, and floor space for desks, tables, cupboards and apparatus. Many lessons require two or three maps as well as diagrams to be exhibited before a class at the same time, and every member of the class should be able to see them without difficulty; this is usually impossible in the ordinary classroom. Other things, such as specimens and models, should also be ready at hand so that every point in the lesson may be explained and fully illustrated. When once a room has been assigned to geography it can soon be furnished with materials and in a short time simple pieces of apparatus, made by the pupils themselves, will be available for use in future lessons; in the meantime they must be stored, and for this purpose many cupboards, shelves, and cases are required.

II. Pictures. Pictures, whether in the form of prints, lantern slides, or cinematograph films, form one of the best aids to visualization, and wherever possible they should be studied in relation to the map. Several pictures of the same feature (*e.g.* Lulworth Cove) taken from different points of view should be studied with the six-inch Ordnance map. Text-books, written for junior and middle forms in secondary schools, are as a rule illustrated with photographs, but such illustrations are necessarily limited in number. These may be supplemented by the series of large pictures edited by P. L'Estrange (Philip & Son); by sets of pictures prepared respectively by R. Finch and S. M. Nicholls (Black), and by others.

(a) Picture post cards may be made a most valuable aid to geographical work, especially when they are supplied by the boys themselves. After a course of lessons on the British Isles a request for the loan of picture cards usually brings a miscellaneous assortment. The teacher and pupils should discuss why some of the pictures are geographically valuable while others are not; the selected cards should then be grouped and arranged for exhibition. In this way boys learn the type of picture that is wanted, and during the holidays they can look out for suitable cards to add to the collection.

(b) The stereoscope is also useful in showing pictures as it adds vividness to the scene and gives an idea of solidity and perspective. For the study of still objects, whether land forms, buildings, or plant environment, the stereoscope is a most suitable instrument. In many schools, however, only a few stereoscopes are provided and it is then impossible to use them in class work.

(c) The projectoscope and episcope. The projectoscope is an instrument for the screen projection of picture post cards. The card is placed in the projectoscope, and a good picture is at once thrown on the screen 10-12 feet away.

The episcope is still more effective for class teaching as any opaque object can be projected on the screen; book illustrations, maps, diagrams, printed matter can be shown with great clearness. Both instruments can be obtained from Newton & Co.

(d) The lantern. To large classes pictures can of course be shown most conveniently on a screen by means of lantern slides. For effective work it should be possible to darken the geography room and without delay to throw on the screen a few pictures to illustrate the actual lesson that is being given; for this purpose a lantern fitted with the electric light is the most useful one. As a rule a large number of slides should not be shown; the lesson should not be turned into a lantern exhibition. It is also a good plan to have a box with one side arranged in the form of a frame into which lantern slides can be placed; an electric lamp inside the box will illuminate the slides and the pictures can be examined before the lesson begins. Incidentally

the lantern can be used (i) to illuminate the globe for a lesson on day and night, and with a small globe to represent the moon to show the phenomenon of eclipses and the phases of the moon; (ii) to draw map outlines for teaching purposes. If a large sheet of drawing paper be used instead of the ordinary screen, and a map slide be put in the lantern, the teacher can then run his pencil round the coast line and so provide himself with a rough outline on which he can afterwards insert the details of his geography lesson. The great advantage of the method is that an outline of any size can be drawn and any number of outlines can be obtained in a few minutes.

(e) The cinematograph. As regards accurate visualization the educational possibilities of cinematograph films are indisputable, and in no subject can they be used with such advantage as in geography. The ordinary picture, whether it be in a text-book or a lantern view, represents stiff life; the moving picture makes the scene vivid and real and it is the nearest approach to a first-hand observation. Cinematograph films are, however, associated in most people's minds with picture palaces where emotional scenes, thrilling adventures, and freak pictures are shown with continuous persistency. Experiments are now being made by educationists in various parts of the country to decide how the cinematograph can be best adapted for scholastic purposes.

The Education Committee of the London County Council recently reported that, at present, financial considerations made it impossible for films to be introduced into schools under their authority; in the meantime a committee of experts has been appointed to investigate the effect of the cinematograph upon children. The manager of the Picture Playhouses, Ltd., has offered to assist the Education Committee by showing on two mornings a week films of an educational character at Covent Garden Theatre free on each occasion to a thousand children accompanied by teachers or other responsible persons. This offer is being considered by the Committee.

The attitude of the London County Council towards the cinematograph therefore appears to be based on three motives: (i) real concern on the subject of safety from fire risks as school buildings were not constructed for cinematograph purposes, (ii) hesitancy as to the value of the cinematograph as an instrument of education, (iii) economy.

The Macmillan Educational Film Company, Ltd., 32 Charing Cross, S.W. 1, has already drawn up a series of geographical programmes, each providing for an exhibition of an hour and a quarter. Among the fifteen programmes already prepared may be mentioned the following: The Atlantic coastlands of Europe; Great rivers of the world; A journey from London to New Zealand; Across British North America. This Company is prepared to supply cinematograph apparatus to schools at the lowest possible prices and to instal trustworthy projectors in school halls or large classrooms; if this cannot be done arrangements might be made with a picture-house to show a particular set of geographical slides at a time convenient for school children to attend.

The Selborne Society, in conjunction with British Instructional Films, Ltd., is using its influence to introduce the cinematograph into the school curriculum. It has already introduced films into its well-known series of lectures; among these "Our Wonderful Homeland," by the Extension Secretary (Mr. Percival Ashton), is fully illustrated by a new series of films. Where a school does not possess a cinematograph apparatus the Society offers a service of travelling lorries fully equipped with projectors and other requisites.

III. Observational Aids. These aids are of the greatest value because they enable a boy not only to make accurate observations but to record them in a systematic way. In the geography room, a daily record should be kept of temperature, pressure, rainfall, direction of the wind, and altitude of the sun. Each boy in a form should help to

keep this record by making the observations at regular intervals. For pressure readings, a simple form of barometer is preferable to an elaborate instrument, for example: a long tube closed at one end can be filled with mercury and inverted in a bowl of mercury; the height of the column in the tube can then be read by means of a ruler graduated in centimetres. The advantage of this simple barometer is that boys can see how it works although the readings are not very accurate. To measure rainfall a rain gauge with a measuring glass can be obtained at small cost. Diagrams should be drawn to represent the readings of temperature, pressure, rainfall and wind direction, and notes should be written on the weather conditions prevailing at the time. The results of this work may with advantage be compared with the facts on the daily weather charts issued by the Meteorological Office.

The altitude of the sun can be determined practically by measuring the shadow thrown by a needle on a horizontal plane; this is best done at noon as the result can be checked by referring to the declinations of the sun given in "Whitaker's Almanack." The relation of the altitude of the sun to the intensity of the rays can then be explained.

The records thus obtained and the representation of them in graphic form will frequently be made use of when lessons on climate and weather are being given. Boys will already understand by practical experience what is meant by such terms as low pressure, high pressure, one inch of rain, the vertical sun, &c.; they will be able to apply their knowledge in an intelligent way to the problems which have to be solved in the geography course, such as the relation of the monsoons to the summer low pressure area over south-east Asia.

IV. *Apparatus.* Simple apparatus made by boys is often of much greater value in teaching geography than elaborate and expensive models. The actual making of such apparatus is not necessarily geography at all, but the fact that it is made by boys adds a personal interest to its use. The following are a few examples of work that can be done by boys in class.

(a) From contour maps relief models can be made in cardboard, plasticine, or modelling clay. Models of areas known to the pupils, such as the school district, are always worth making and the best specimens can be kept for future use. Care should be taken that the purely mechanical part of this work (such as cutting out the contours and building up the model) does not take too much time. The model is of little educational value until it is finished.

(b) From the record of the altitudes of the sun, draw a graph on cardboard; cut the graph out and connect the two ends together. Then use the edge of the curve to represent the apparent path of the sun round the earth and explain the seasons, plane of the ecliptic, etc.

(c) Make a sundial in cardboard. Cut a right angled triangle, having one of the acute angles equal to the latitude of the place. The hour angles can be drawn geometrically on the horizontal plane (see Simmons's and Richardson's *Practical Geography*, pp. 141-7, Macmillan & Co.), and then be projected on to a vertical plane.

(d) Out of thin cardboard make a cone to fit the school globe; then draw on the cone straight lines to the apex of the cone to show the projection of the meridians and draw concentric circles to show the parallels of latitude. Unfold the cone and a network of lines for a map on the conical projection will result.

For more accurate work and for more advanced instruction apparatus will have to be provided; for example, in the higher forms it will be necessary for lessons in map-making to have a plane table, sight ruler, chain, prismatic compass, clinometer, &c. These instruments are fully described in the various books on practical geography and in books on map-reading and map-making.

V. *Museum.* In every geography room there should be a small collection of specimens to be used as illustrations

in the geography lesson. Specimens of the more common formations in our own country should certainly be available, e.g. for a lesson on the Pennines a piece of carboniferous limestone and a piece of millstone grit will be required; specimens of Portland and Bath stone as examples of the oolite series; granite and basalt as examples of igneous rocks, and so on. It is of little use talking about these formations unless actual specimens are shown.

Again, specimens of commercial products, such as raw cotton, jute, rubber, &c., are essential for lessons in economic geography.

The museum may be made a means of rousing great keenness in boys for their geography work; boys are always fond of making collections of things and they are often able to add considerably to the number of exhibits in the school collection.

VI. *The school journey.* So far we have considered those aids which are connected especially with work in the geography room, but work in the field and visits to places of geographical interest in the neighbourhood of the school will be of great help in stimulating a desire for geographical knowledge. The school journey has been defined as "an extended educational expedition away from school and home." The time of the journey is usually eight to fourteen days. Although many subjects are suitable for study on the school journey, such as history, geology, botany, and natural history, there is no subject of greater importance than geography. The landscape, the structure of the land, the rivers and valleys and weather conditions will naturally be studied by boys who are spending nearly the whole day in the open air. The knowledge thus acquired and the experience thus gained will be of inestimable value when the formal geography lessons are being given in the classroom; the teacher will be able to appeal to actual examples obtained in the field. School journeys were undertaken in the first place by enthusiastic teachers who sacrificed part of their holidays for the benefit of their pupils, and the expenses were paid by teachers and pupils. After some years various Local Educational Authorities, recognizing the great value of school journeys, allowed children to be taken away in term time and paid the purely educational charges. Mr. Fisher's Education Act, however, gave such authorities power to pay fares, lodging, and other expenses connected with the journey. The result of this regulation has been to bring the school journey almost entirely under the control of the Local Education Authority, hence the number of schools, the number of children, the length of stay, and the distance travelled, have been regulated and in many cases limited by the Education Authority. The recent call for economy has also made some authorities refuse to sanction school journeys at all. The introduction of the cinematograph into schools and the development of the school journey are problems which will no doubt be solved satisfactorily in a short time when normal conditions again prevail. The teaching of geography will be materially assisted by both.

RUSSIAN RELIEF AND RECONSTRUCTION FUND.—At a recent meeting held at the House of Commons, Mr. H. A. L. Fisher, the Minister of Education, made a strong appeal for the help to raise the funds necessary for the care, training, and education of 1,000 Russian children at Constantinople. Mr. Fisher dwelt on the supreme importance of this endeavour. For the sake of the future of their country, it was urgently necessary that as many of the coming generation as possible should, in school-homes under British control, in which every breath of sound Russian atmosphere was retained, be built up into healthy manhood, made mentally vigorous to serve their Fatherland. Mr. Fisher said in the course of his speech, "I make an urgent appeal to the country, and more particularly to that part of the public which is concerned with education, to lend its support to this excellent and necessary work of salvage." Cheques may be sent to Commander O. Locker Lampson, M.P., and Colonel John Ward, M.P., at the House of Commons.

UNIVERSITIES AND SCHOOLS.

ENGLAND.

Lord Birkenhead and Mr. Sidney Peel have been appointed by the Chancellor as High Steward and Deputy Steward. The High Steward defends the "rights, customs, liberties, and franchises"

Oxford.

of the University for a modest stipend of £5 per annum, his Deputy receiving £2. The *Oxford Magazine* pays a graceful tribute to Mr. Peel, scholar, soldier, author, and man of affairs, who not long ago accepted a seat on the new Finance Board, devised by the late Vice-Chancellor, and week by week through term leaves his work in London to visit Oxford and to give "the benefit of his advice, talent, and knowledge to the affairs of the Court and Council." This case must be singular or the Royal Commission would not have favoured the exclusion of the non-academical element in the councils of the University. "The presence of such [outside] representatives," the Commission report, "would hamper the Council in its work without securing, as a rule, any compensating advantage."

Prof. A. L. Dixon, F.R.S., has been elected to the Waynflete Chair of Pure Mathematics.

The *University Reporter* publishes the University Accounts for the year ended September 30, 1921.

Cambridge.

Total receipts amounted to £67,115 18s. 5d., exclusive of the Treasury grant of £30,000 and £4,455 12s. 3d. from other University funds. Payments are some £4,000 greater. Benefactions include £28,000 for the new engineering buildings (of which £25,000 was contributed by Sir Dorabji Tata), £6,000 from Mr. Molteno as a further gift to the Institute of Parasitology, £80,000 from Sir William Dunn's trustees for bio-chemistry plus the cost of the new building for this subject, and £10,000 from the Swedish banker, Marcus Wallenberg, for Scandinavian studies.

The *Times* correspondent writes with enthusiasm of the Geographical School, the newest in the University, at present located in the Sedgwick Museum. Part I of the Geographical Tripos (established in 1919) lays a broad and solid foundation in all branches of the subject for those entering business or the teaching profession, or official work; Part II provides a more specialized training for original investigators. Numbers have increased from seventy-nine in 1914 to 132 in the present year.

The University deplores the death of Prof. A. D. Waller, the distinguished physiologist, whose name is honourably associated with the Physiological Laboratory, unhappily housed in the administrative building at South Kensington, yclept by the London cabman the Imperial Institute. His investigations showed great originality and had useful applications—his researches on the administration of chloroform, for instance. His later work on the electrical manifestations of the emotions open up somewhat terrifying possibilities for the criminal and wayward. The suggestion which has been made that the Laboratory should be permanently established as a memorial to Dr. Waller is welcome in its personal aspects, but difficult to justify on more general grounds, as the University is well supplied with resources for physiological research in institutions related to Colleges and Hospitals providing a more congenial atmosphere than an administrative building. But the whole question of research institutes will have to be worked out in connexion with the new University site, and it may be hoped that means will be found for perpetuating Waller's memory.

London.

The Military Education Committee's Report for 1921 is published in *extenso* in the *University Gazette*. It appears that the O.T.C. has not yet regained its pre-war strength and vitality. Its "Roll of War Service," published last August as a volume of 380 pages and five pages of illustrations, records the war service of the 4,276 officers trained in the University O.T.C. who saw war service, 665 of whom are included in the roll of the fallen. Their war distinctions number 1,726, and include 5 V.Cs, 55 D.S.Os, and 591 M.Cs, and—most appropriately—the destruction of a Zeppelin on its way to London. Copies of the Roll have been presented by the Senate of the University to other Universities, and some of their friendly and encouraging acknowledgments are quoted in the Report. "A great record," says one Vice-Chancellor, "and one of which not only the University of London, but the whole University life of the country may well be proud." About £700 has been collected for the O.T.C. War Memorial. The Report includes, as an appendix, a statistical summary of war work. Apart from the O.T.C., 315 graduates and students were recommended for commissions in the earlier stages of the war, and rendered distinguished service.

The Report of University College for 1920-21 is packed with interesting information, educational and financial. Students numbered 3,143 (1,835 men and 1,308 women), of whom 2,408 took day courses, 502 evening courses, and 233 vacation courses; and of the day students 432 were for post-graduate or research work. Large contingents of students came, India (50), France (59), Russia (50), Sweden (40), and other European countries, but the numbers from the Dominions overseas are smaller than would be expected. The same observation applies to the numbers of students who took University degrees, which was only 145, including 33 higher degrees. Expenditure amounted to £150,482 2s. 7d. (and income, including £65,567 7s. 9d. from fees), and there is a deficit of £5,815. The policy of publishing full financial details is to be commended and might well be copied by the University. Developments include the new building for Anatomy now in course of construction, provided by the Rockefeller Trustees; and a new engineering laboratory. Funds are required for Scandinavian and Celtic studies, for applied statistics, and for the new chemical laboratories. Student societies have shown great activity in promoting the social and athletic life of the College.

WALES.

The annual report of the Welsh Department has just been issued. It is based on the previous reports

Reports of the Board of Education.

issued by the Central Welsh Board, but as it tends to give prominence to certain features of these reports which might otherwise be overlooked in the wealth of detail which they contain, it is always interesting and suggestive. The report draws attention to the serious difficulties in the way of accommodation arising from the fact that there has been an increase of 63.1 per cent in the number of pupils since the close of the war. During the year 1920-21 the number was 23,129. The schools have now reached the limit of their accommodation. The problem before education authorities is a complex one, especially as the increasing financial stringency has made it necessary to restrict more and more severely the expenditure of money on buildings. The remedy, in the opinion of the Welsh Department, is to set up a carefully devised system of admission tests, and to restrict the privilege of admission to public secondary schools to those pupils who appear most likely to benefit thereby. The Board, however, does not give the schools any guidance as to how such pupils are to be selected, for entrance tests, however skilfully and carefully conducted, are not by any means infallible. In Wales the number of pupils in secondary schools is barely 10 per 1,000, and therefore it is very probable that the percentage of unfit pupils is almost negligible, so that as long as the Board of Education persists in its present policy it is clear that a number of qualified pupils must be excluded from our secondary schools.

Reference is made to the reports of the Examiners of the Central Welsh Board on English and Welsh. The teaching of these languages is apparently not satisfactory in many of the schools, and the pupils are suffering from an inability to express their thoughts freely. This defect necessarily affects all the other subjects in the curriculum in a greater or less degree, and therefore it is important that a systematic and thorough inquiry into the question be instituted. But whether the report of the English examiner justifies the gloomy view of the commentator from the Welsh Department is by no means certain. He has apparently forgotten that the examiner of necessity in his report emphasizes the main faults, and that he states that "much excellent work has been accomplished," and that in many schools "there have been revealed an appreciation of literary form and matter, a keen and critical knowledge of literary work and development which are worthy of unqualified praise." The report also draws attention to the wide divergence in the work of the schools—"In some, the answers reveal careful, intelligent, and thorough teaching, producing good work which it is a pleasure to examine; in others, the answers are poor, and the style is slipshod." The work, therefore, does not appear to be uniformly unsatisfactory or of a low standard as the comments of the Welsh Department might lead one to expect. The strictures on the teaching of Welsh are based on some remarks of the examiner on the work done in the year 1919-20, but no credit is apparently given to the schools for the great improvement in the work presented in July, 1921, and to which the report of the chief examiner of the Central Welsh Board in Welsh bears testimony.

There are also some interesting paragraphs in the Report on the leaving ages of pupils, on advanced courses, and "The Cult of the Beautiful in the Schools." During the year under

review 53.2 per cent of the pupils left before they attained the age of sixteen, which means that the improvement required to reach the standard set by the new regulation is still very great, and can only be reached by the utmost exertion on the part of all concerned.

Lord Kenyon, the Pro-Chancellor of the University, reports that all the authorities have paid their contributions of a penny rate, bringing in a sum of £51,000, together with an equivalent amount in the form of a Treasury Grant. It had been feared that the slump in the coal trade and the assessment of the railways would lead to a diminution in the total amounts derivable from a penny rate, and it is therefore gratifying to know that the sum received is equivalent roughly to the estimate. The University has decided to confer Honorary Degrees at the next meeting of the Court at Aberystwyth next July on Mr. Charles E. Hughes, Secretary of State of the United States, who is of Welsh origin, for his eminence as a statesman and his services to the cause of international peace; Sir Thomas Middleton, of the Board of Agriculture; Lord Pontypridd, Sir Garrod Thomas, Sir Vincent Evans, Professor J. E. Lloyd, of Bangor University College, Professor Foster Watson, and Dr. Edward John Russell. The Honorary Degree of M.A. will also be conferred on Mr. Edgar W. Jones, head master of Barry County School, and Miss C. Davies, head mistress of Llanelly County School.

SCOTLAND.

Education Authority Election. The triennial elections for the Education Authorities which took place at the beginning of the month, have been chiefly remarkable for the slightness of the change made in the *personnel* in most counties. Over all there has been much talk of economy, and in the West of Scotland, where a considerable section of the population is Irish Catholic, there has been a bitter sectarian outcry on the part of the Presbyterian churches, in which an alleged "unholy alliance" between Labour and Catholic candidates has been denounced to the detriment of both. Apart from this the main interest of the election has been in the operation of the Proportional Representation method of voting. As the most important application of this method so far made in this country, the results are of more than educational significance. The difficulty is as usual one of interpretation. Most people seem to be agreed that it ensures the election of representatives of religious minorities more satisfactorily than the cumulative vote used in the election of the school boards. But it is open to the same objection of allowing an unduly large share to the churches in the control of the schools at the expense of other sections of the community. It has undoubtedly given an impetus to sectarian organization, to enable the different churches to secure what they regarded as their due representation, and the discussion of general educational questions which might have been expected to occupy the minds of the electors has been overwhelmed by a variety of more or less irrelevant issues. One weakness of Proportional Representation which has been made manifest in the one or two counties where religious and other rivalries have produced a poll of 50 or 60 per cent of the electors—as compared with the 20 per cent or so who voted in the last election—is the tendency to over-represent class-conscious minorities. In the present cases, many Labour and Catholics candidates have been squeezed out automatically by the increase in the number of voters. Obviously they were over-represented before and probably will be again when the present flurry of zeal has died down. Another weakness of the system is a serious insensitiveness to changes of public opinion. There has been much criticism of the sitting members of the authorities, but except in the cases indicated most of them have come trooping back. It would appear that with the single transferable vote a man who enjoys popularity with a section of the electorate on any ground whatever can disregard ordinary criticism.

Religious Instruction. The large number of ministers in the new authorities, and the considerable proportion of the laymen elected on a church ticket, makes it probable that in some areas there will be a renewal of the friction between authorities and teachers in regard to religious instruction, which was one of the unexpected results of the institution of county authorities under the Act of 1918. In view of this unhappy possibility, the appearance of two memoranda giving the points of view of the two sections in the National Joint Council is timely. It is made clear that these are not authoritative statements of the views of either side, but that they are put forward for information and guidance. In the teachers' memorandum it is premised that the object

of religious instruction is not simply the memorizing of catechism and scripture, but to make religion a vital factor in the children's experience, and that since that can only be achieved through teachers personally interested in religion, any attempt to force all teachers to give religious instruction, or to control the teaching by a system of external supervision, is foredoomed to failure. Following up this idea it is suggested that so far from teachers being compelled to give religious instruction, every encouragement should be given to those indisposed to do so for any reason, to refrain. This can best be done, it is maintained, by leaving the staff arrangements for religious instruction in the care of the head master, acting in consultation with his staff. Further, since the teaching of dogmatic statements about religion through a catechism is pedagogically unsound, and is apt to hurt the consciences of many teachers who would otherwise be glad to teach religion, it is recommended that the use of a catechism be left to the option of the teachers of a school and not made a general obligation on the schools of a district or county. Examination and inspection are condemned as tending to cause an exaggerated importance to be attached to externals at the expense of spiritual effect. Finally it is recommended that in those counties where difficulties have arisen since 1918 the education authority should create a special committee to deal with all matters concerning the religious instruction of the young throughout its area, with teachers and members of the authority in equal numbers. The reply of the authorities' representatives to this presentation of the teachers' case is in general sympathetic. While pointing out that in some respects their claims are pitched too high, the memorandum recognizes appreciatively the good work done by the great body of the teachers. The authorities, it is said, have not generally adopted supervision in the sense of control, but rather as a stimulus and help to teachers and pupils, and it is desirable that this should be recognized on both sides. With regard to the idea of leaving teachers free to undertake religious instruction, it is suggested, however, that no person is well advised to choose the profession of a teacher in Scottish schools who is indifferent to religion and all that the term connotes. There is hearty concurrence in the proposal for the establishment of joint committees of teachers and authorities in areas where there is a lack of harmony at present.

The Education Department and the Cinema. In replying to the communication of an education authority which after careful inquiry proposed to make systematic use of the cinema in its schools, the Education Department took the opportunity to give a general statement of its views on the subject. "I am directed to state," wrote Dr. Macdonald, the secretary, "that while the Department are prepared to recognize the potential value of the cinematograph when used under favourable conditions as an adjunct to the work of the schools, they are of opinion that these conditions can only be fully secured when it is possible to use the apparatus in individual schools in direct illustration of the actual instruction included in the curriculum of the school. It would appear to be essential that the films to be exhibited should fit in with the work of the school rather than that the curriculum should be interrupted to permit of the exhibition of such films as may be available. The Department are of opinion, therefore, that the inauguration of such an experiment as is suggested would be premature until the development of apparatus and the production of suitable educational films render these conditions possible of attainment."

Superannuation Contributions. At first Scottish teachers were disposed to accept with resignation the change from a non-contributory to a contributory system of superannuation, as proposed by the Geddes Committee, and not to insist on a technical claim of rights. But after-thoughts have made many of them doubtful of the wisdom or the rightness of this attitude of mind. If the 5 per cent reduction of salary which it involved had been all the sacrifice asked of teachers, it would have been different. But it is quite evident that the effect of the Government's economy plans in respect of education, not to mention the economy plans of the authorities in the interests of the rates, may be a still larger reduction, and that a too ready acceptance of the superannuation change would only make the way for this reduction easier. Whether as a matter of fact there will be an organized protest from Scotland against the change is still doubtful, because the Educational Institute has not declared its policy. Many teachers, and especially those coming near retiral age, are going on the assumption that protest will avail nothing, and are asking how they are likely to be affected. Though no official indication has been given in regard to details beyond the fact that a special Scottish scheme will be necessary, certain figures, regarding the cost of the present superannuation allowances for the first

year of operation, elicited from the Education Department by Treasurer Barker, of Stirling, show that a 5 per cent change will more than cover the entire pension scheme. The main element of uncertainty in the calculation is the increasing cost, due to the increase in salaries within the last year or two. Another point in doubt concerns the beneficiaries. Unless the money returnable principle be adopted, the great majority of the contributors will find their interest in the scheme limited to paying in for the benefit of the minority who go on teaching long enough to establish pension rights.

IRELAND.

The disturbed conditions of the country make reconstructive work whether in education or other matters difficult, and cause serious anxiety to those whose main desire is to improve its general welfare. Both parts of Ireland suffer from the unrest, but the South more than the North. In the South the Government's whole energies are absorbed in the task of self-preservation, nor can any real progress or reform be effected until the country has had the opportunity of deciding between the opposing political factions, and the sooner this is given the better. In the North the strong minority which has objected to the new Government there will not settle down until the question of the form of the Southern government has been definitely solved.

The work of education is meanwhile hampered in the North by the refusal of a large group of schools to recognize the new educational authority. They refuse to fill up forms and declare their intention to boycott the Northern Intermediate Examinations. This is of a piece with the refusal of the Nationalist members to sit in the Northern Parliament. All this presumably was in the cause of non-partition. But whatever hopes there may have been of unity or non-partition in education or any other matters a few months ago, they have for the present all receded into the distance, and must wait on events. The progress of Irish educational reform is likely to be slow in the next few months.

Both the Northern and the Southern Governments have decided to double the so-called "Interim Grant" of £50,000. In the North Intermediate Teachers will receive £24,000 instead of £12,000, and in the South £76,000 instead of £38,000, that is, for the present year, and payment will be made, it is hoped, before the school year closes in June. As the previous rules for the allocation of this grant have provoked dissatisfaction, attempts are being made to arrange a fairer basis. In the South the Minister of Education has asked a small committee of teachers to co-operate with the Intermediate Commissioner in formulating a scheme for submission to him. Next year it is the intention of both Governments—if in power—to abolish all the various intermediate grants and to substitute one general grant, and the "Interim Grant" as such will disappear.

As the year draws on towards its educational close in June, arrangements for the following year's work become essential. The Southern Government has wisely decided to continue the present system of Intermediate Examinations for another year, 1922-3, so that in June next year there will be held for the last time examinations in three grades, Junior, Middle, and Senior, with pass and honour papers, and prizes and exhibitions, but not with results—fees dependent upon them. There will certainly be some alterations in the rules and syllabus of examinations with a view to increasing if possible the percentage of passes which has hitherto been very low, and the study of Irish will be encouraged; Irish will be made alternative to English without being made compulsory. With this last exception the programme for 1923 will resemble, in its main outlines, those familiar for many years past. It is hoped before the autumn of the present year to have a scheme of education ready for 1924, in which the number of examinations will be reduced to two, the first to be taken by pupils of fifteen or sixteen, and to be called a Junior Certificate Examination, and the second by pupils of eighteen, to be called a Senior or Leaving Certificate Examination. The syllabuses for these will be radically different from those of the present Intermediate system.

The Provisional Government has approved of a new regulation proposed by the Registration Council, which the previous Government was unwilling to accept and which the Intermediate Board declared itself unable to carry out without considerable expense and trouble. The new regulation will add a new column to

the register in which will be recorded the total number of completed years of service in teaching in recognized schools for each registered teacher. The number of years is to be shown separately for (a) teaching in Intermediate or other recognized schools in Ireland, (b) teaching in recognized schools elsewhere, and (c) service as head master or head mistress. Service means teaching for at least thirty weeks, and for at least 450 hours during those weeks, or for the head of a school a period of headship of at least thirty weeks. There will be considerable difficulty in securing this record for all the teachers now on the register, but the record will be a valuable one, and will be necessary when schemes of salaries and increments, and of pensions, are drawn up. The Intermediate Office has already issued to the schools a circular asking for these particulars, with an introductory note that "The Government of the Free State will have under consideration the questions of the salaries and length of service of registered teachers in schools under the Intermediate Education Board."

The Department has issued its programme of summer courses for July. There will be nine courses for teachers in technical schools and classes, schools of art and art classes, viz. in (1) Mechanical Engineering, (2) Glass Blowing, (3) Commerce, Commercial Arithmetic, Economic Geography, and Economics, (4) Cabinet Making, (5) Chair Making, (6) Painted Furniture Making, (7) General Art, (8) Millinery, (9) Household Handicraft; and four for teachers in day secondary schools, viz. (1) Experimental Science, (2) Drawing, (3) Manual Work (Woodwork), and (4) Domestic Economy. There will also be a course in August in Rural Science (including School Gardening) for teachers in National Schools.

FOREIGN AND DOMINION NOTES.

FRANCE.

The prosperity of a country rests mainly on its elementary schools. Judged by her higher primary schools, France is building well for the future. On November 15, 1921, there were in 254 such schools for boys 36,470 pupils, and in 194 for girls, 31,352 pupils. Mixed schools being included, there was a total number of 68,002 pupils in 469 schools. Now, on December 1, 1920, the total was 61,880 pupils, so that the increase for the year was 6,122—a rate never before attained. In 1881 numbering 189 schools with 18,196 pupils, the higher primary schools and their pupils were being steadily multiplied year by year until the war arrested progress. Since it ended, the recovery has been remarkable: there are now 11,000 more pupils in the schools than when it began. France believes in education.

It is into these higher primary schools that, if the teachers in the *lycées* had their way, the unsuitable elements in the secondary schools would be driven. Yet even if modern studies were excluded from the latter, the French parent would send his dullard to the *lycée*, as giving a *cachet* of social standing, and would have him taught Latin. A French writer, we remark incidentally, has said: Latin is like the piano; "On y a vu un signe de bonne éducation, ce qui a été un grand malheur pour le latin comme pour le piano"; and are there not some in England, too, to whom a term's Latin means the final varnish of a complete schooling? But it is clear that modern languages are not to go: there is to be, as we put it, a Modern Side. Before the Education Commission of the Senate the Minister of Education delivered his views on the reform of secondary education. Such education should become once more, he said, *une culture*. The programme of 1902 had not yielded the results expected. Early specialization, the breaking up of classes, and the overloading of time-tables had had their day. Literature and science must join in imparting a true culture, whether the literature be classical or modern. In the literature of Greece and Rome, France, as we have stated before, has an abiding faith, being resolute, nevertheless, as the wise in England are resolute, that it shall not be forced on the unfit, and being derisive of the gentility that is acquired by an ineffectual struggle with Cornelius Nepos. But is the Modern Side to be on an equality with the Classical? To have the same sanctions? To prepare for a *baccalauréat* giving access to all careers? These are the questions that France is debating.

GERMANY.

We have called attention to the development of People's Universities (*Hochschulen*) in Germany, and have exhibited the internal organization of that at Frankfurt a.M. At Berlin there is the

Educative Excursions.

Arndt-Hochschule, which, as might be inferred from its name, is nationalistic. Its lecture rooms are in the Städtische Baugewerkschule and in the Friedrich-Wilhelm Gymnasium; whilst an interesting feature of its instruction is the educative excursion. Thus on April 30, the students repaired to the Müggelberge, the subject for the day being a "Look back into German history"; on May 21, they will stay their steps and their thoughts at Potsdam (Sans Souci); and on June 11, they will study the actual working of a German farm at Nauen. For the summer a three-days' wandering in the district of Priegnitz is projected, Havelberg, Heiligengrabe, Wilsnack and Perleberg being among the places to be visited. The region is full of memories for the German traveller. Was it not at Lanz in West Priegnitz that Friedrich Ludwig Jahn, the father of German gymnastics, was born? Was it not at Perleberg that he met the mysterious English bearer of dispatches whom he escorted to Hamburg? Havelberg was a bishop's see as early as the tenth century, and the church at Wilsnack is the oldest, it is said, in all that district. Let us not be ashamed to imitate the Germans. Let us help our working men to read the history of the past on the face of their country.

UNITED STATES.

Last summer there was held at Honolulu, in the Hawaiian Islands, a "Pan-Pacific Congress," under the impulse of American educators. Still wider is the scope of a projected International

An International Congress.

Congress under the auspices of the National Education Association. It is hoped that this will meet in the United States in 1923. The President of the Association has addressed a formal letter to President Harding asking him to proffer to the nations represented at the Conference on Disarmament an invitation to join America in this educational congress. That a general acceptance will be followed by beneficial results cannot be doubted. "The teacher," says a statement drawn up by the Association, "whether mother, priest, or school master, is the real maker of history, and the school will shape the destiny of to-morrow." Some proposed objectives are: 1. To promote peace and goodwill among the nations of the earth. 2. To bring about a world-wide tolerance of the rights and privileges of all nations. 3. To develop an appreciation of the value and the inherited gifts of nationality through centuries of progress and development. 4. To secure more accurate and satisfying information and more adequate statements in the text-books used in the schools of the various countries. 5. To foster a national comradeship and confidence which will procure a more sympathetic appreciation among all nations.

NEW ZEALAND.

The New Zealand Educational Report just received is dated October 21, 1921, and relates to the year ended December 31, 1920. It sets forth the reforms and improvements made in the time

Some Features of Education.

under review—provision for extending (as from a date not earlier than January 1, 1922) the compulsory school age from fourteen to fifteen; increase of salaries for primary teachers and teachers in native schools; the grading of secondary-school teachers; arrangements for the interchange of New Zealand teachers and teachers of other countries; the appointment of itinerant teachers to give house-to-house instruction in isolated districts, and many other beneficial changes. The General Council of Education, made up of representatives of the Education Department, Education Boards, and primary, secondary, and technical teachers—a Council of which we have no counterpart in England—met in June, 1920, and recommended, among other things, the creation of a National Advisory Council on Research. The New Zealand University, an examining body, and the affiliated colleges, receive annual statutory grants from Government; 44 per cent of the students receive free tuition; but it does not appear that any special encouragement is held out to Research. As to secondary schools, there is one for every important centre in the Dominion, and in 1920 nearly 16,500 pupils were receiving secondary education, a large number of them without payment. Of primary schools the number grew from 2,400 in 1919 to 2,437 in 1920; the total enrolment in them increased; but, on account of widespread epidemics, there was a small decline in the attendance. Good

provision was made for conveying children to school by railway, road, or water. Maori children were well cared for in native village schools (in which the registration rose from 5,190 to 5,416), mission schools, private boarding schools, and elsewhere. On technical education a greater sum was expended than in the previous year. To sum up, the Report for 1920 exhibits no startling conquests of new heights, but a steady wish to climb. Those who have any thought of migrating may be assured that there are good educational facilities in New Zealand.

INDIA.

To judge from the Report on the Progress of Education in 1920-21, the Punjab was little affected by the

Progress in the Punjab.

non-co-operation movement. There was, it is true, a persistent decline in the number of students attending at Arts Colleges; it was caused, however, by a drift, not wholly to be deplored, towards technical and vocational training. From the Central Training College it is reported: "No students left the College because of non-co-operation"; from the Training College, Lyallpur: "One student left the college on account of non-co-operation"; from the Training College, Hoshiarpur: "Non-co-operation passed harmlessly over the college." As to education in general, substantial progress was made, and, in particular, there was a steady expansion in the education of girls, especially in the primary stage. We observe that further consideration was given by the University to the Report of the Calcutta University Commission, though no definite policy was evolved. Four Intermediate Colleges were opened during the year at Multan, Ludhiana, Rawalpindi, and Ambala.

The medical inspection of secondary schools, suspended during the war, was resumed, not without need.

Hygiene.

Lahore City showed 55 per cent of its children to be diseased. Throughout the Punjab defects of sight, granular eyelids, and enlarged tonsils were common; chests were often narrow, muscles flabby, spleens enlarged. To remedy these evils co-operation between school and home is required. The section of the Report devoted to primary schools makes no mention of medical inspection in them. In all schools beneficial results, it is hoped, will follow the improved system of physical training that is being adopted.

LOCAL EDUCATION AUTHORITIES.

A number of Local Education Authorities have passed

The Geddes Proposals.

resolutions protesting against the proposals of the Geddes Committee for the reduction of national expenditure upon education. The Dudley Education Committee, however, adopts a different view. It has recorded its appreciation of the valuable report compiled by the Geddes Committee, and is of opinion that expenditure has increased to an unreasonable extent and is not producing corresponding educational results. That the present system of paying grants is not satisfactory and leads to extravagance, and that, in consequence, a system which encourages more economical administration should be devised. The Dudley Committee are also of opinion that free secondary education should be limited to children whose mental calibre justifies it and whose parents are unable to pay for it.

The Nineteenth Annual Report of the Lancashire Education Committee states that the chief activities of the Committee during the year have been

Lancashire.

concerned with the reduction of expenditure. Investigation has been made into every branch of the service, and wherever possible, economies have been introduced. The chief reduction has been in the technical and evening schools; as the programme for these schools is revised annually, a reduction can be made much more easily than in other branches. In the midst of much that is discouraging, however, it is satisfactory to record continued progress in the provision and development of secondary schools. Three new schools have been opened, and in other areas steps have been taken to deal with congestion. In view of the increased cost of maintaining secondary schools, the Committee have given special attention to the means of securing that the existing provision shall be used to the best possible advantage. They have taken steps to emphasise the importance of an adequate Admission Examination, calculated to ensure that only those applicants are admitted who are likely to profit by secondary education. After giving full consideration to the question of raising fees, it has been decided that it is inadvisable, at the present time,

to do so, having regard to the substantial decreases in wages, and the extent to which the schools provide for education for children of wage-earning parents.

The quarterly report of the Somerset Education Committee contains remarks on the recommendations of a Subcommittee appointed by the County Council to examine and report upon the current expenditure of the Council. That the Education Committees of County Councils are now suspect and regarded as spend-thrift, is one of the melancholy results of the rapid increase in educational expenditure. It looks as though the relation of confidence and goodwill that has existed between the County Councils and their Education Committees for nearly twenty years will now be disturbed. In deference to the demand for economy, the Somerset Committee has reluctantly decided to dispense with the services of one of two general inspectors. It is to be regretted, perhaps, that these officers are called inspectors, as it suggests that their functions are similar to those of the officials of the Board of Education, whereas they are of much more value to the schools and the general administration. The Committee has also decided to reduce the number of adult teachers by sixty-eight, to replace a certain number of higher qualified by lower qualified teachers; to increase the number of schools under the charge of Uncertificated Head Mistresses, and to combine departments. It is also proposing to close thirteen small rural schools; the expenditure on Evening Class Instruction is to be reduced, and a more stringent examination imposed in connexion with the admission of pupils to Secondary Schools.

PRIMARY SCHOOL NOTES.

The Re-action of the Geddes Report.

THE somewhat over-emphasized welcome accorded to the Geddes Economy Report on Education by a certain section of the Press has been followed by the inevitable reaction, and in the opinion of responsible authorities the ultimate effect of the Report promises to be not a less, but a greater expenditure upon public education. There is reason to believe that the passionate desire for a fuller school system which has grown so rapidly in England since 1870, and particularly since 1914 was entirely overlooked not only by the Economy Committee concerned, but by many members of Parliament. The attack on the children's schools has aroused a feeling of resentment in the industrial districts which is perhaps escaping general notice because it has not yet found an opportunity for public expression, save in the recent Parliamentary bye-elections. The paltry economies now being carried out by some of the small Education Authorities in reducing teaching staffs, overcrowding school classes, and raising the age of admission to schools, are causing deep dissatisfaction among parents; and numerous candidates in the constituencies are already emphasizing the importance of improving existing school facilities, particularly in respect of higher education.

The Attack upon the Teachers' Superannuation Act.

It is significant that the views of the Geddes Committee, and the recent opinion expressed by the President of the Board of Education, relative to the increases of teachers' salaries made under the terms of the Burnham Agreement, have been very coldly received by the public. It is becoming obvious, too, that the proposal to impose a reduction of 5 per cent upon the salaries of teachers in order to finance their Superannuation Act constitutes a clear breach of faith in two respects: (1) Teachers throughout the country were induced to accept lower scales of salary because of the existence of the Superannuation Act. (2) Thousands of young people have been induced to enter the teaching profession during the last two years upon the inducements offered by the improved scales of salary and the Superannuation Act. Specific cases can be given of the two types referred to.

The fact that members of the Civil Service are to be left untouched, although they have had gross increases of salary by way of increments and bonus considerably in excess of salaries received by teachers, is making a strong appeal to the average Member of Parliament, who is keenly sensitive to the necessity of respecting legislative enactments. And it is notable that members who have responsible business positions to maintain are among those who regard the 5 per cent cut in salaries and the destruction of the Teachers' Superannuation Act with considerable misgiving; for if there is no sanctity

for such an Act, they reason, what defence can there be to a reduction of the rate of interest on the National Debt, a proposal to make a levy on capital, or to break the terms of any contract, express or implied, as soon as they become due for performance. There is an increasing body of opinion that the attack will ultimately be defeated by the House of Commons, especially if the party whips are withdrawn when the vote is taken.

Ex-Service Men as Teachers.

IN the great majority of cases the training of Ex-Service candidates for the teaching office has now been completed, and they are carrying out their professional duties in all parts of the country. It is naturally difficult to form trustworthy opinions as to their capacity at such an early stage, but it can be stated with confidence that they have made an excellent impression upon their school colleagues. That they will find the work arduous during the first years of teaching is beyond question; but they will have many compensations. Their experience in the field will always command the respect of their pupils; their wide knowledge of life and men gained under exceptionally favourable conditions of study should give them a keen insight into the character of young people; subjects such as geography and history, handicraft and organized games, should provide lessons full of joyful interest. There is a general desire on the part of teachers to welcome the service men, and the promise of a new and virile spirit which they bring. Under existing conditions of school inspection the initiative of young teachers is quickly crushed, and the lingering remnants are too often harnessed to the chariot of the latest "plan" in education. It is possible that the "will-o'-the-wisp" tendency among some teachers to follow first one then another of the educational shibboleths does not encourage the formation of firm fibre in the character of children; and, no doubt, this element of instability in the schools has to some extent been a natural result of the serious gaps made by the war in the ranks of virile and capable men teachers. There is a confident belief that the new teachers will bring into the schools a full measure of that genial, hopeful personality which served the nation so well during the dark days of the war.

The Dismissal of Teachers.

THE dismissal of teachers on grounds of economy in all parts of the country is assuming serious proportions. Many married teachers who remained in the schools after the termination of the war owing to the inducements offered by the Superannuation Act, have already been given notice; and while it is true that places have been found for the Ex-Service men who have recently completed their college courses of training it cannot be said that the outlook for intending teachers is at all promising. In some districts substantial reductions have been made in infant school staffs; in others, vacancies have been filled by transferring teachers from more liberally staffed schools. Before the close of the present year there is every prospect that thousands of teachers will be out of employment; and in view of the fact that the training colleges for women are practically all crowded, it seems probable that the degree of unemployment will increase substantially during the next two years. While the recruits who were so eagerly welcomed to the teaching profession in 1918 are being systematically turned adrift at the moment when they have been completely equipped at a cost of hundreds of thousands of pounds, existing teachers are being subjected to a strain which threatens to rival that which prevailed during the war. In the meantime the interests of the children are being overlooked; the feeling of parents is being strongly moved; teachers for the first time in English history contemplate an active campaign in the realm of educational politics. It is already clear that parliamentary candidates who propose to support the Geddes recommendations for economizing in education will meet with stern opposition in the constituencies.

VACATION BIBLICAL STUDY.—The twentieth vacation term for biblical study will be held this year at Oxford on July 29–August 12. An inaugural address will be delivered by the Bishop of Oxford on "Inspiration." Courses of lectures by the Rev. H. Wheeler Robinson, the Very Rev. A. E. Burn, the Rev. C. F. Nolloth, and the Rev. C. J. Shebbeare have been arranged. Lectures will also be delivered by Prof. C. H. Turner, Miss Eleanor Jourdain, and the Rev. C. W. Emmet. Hebrew and Greek readings will be held throughout the term. Further particulars may be obtained from the Secretary, Miss E. Lawder, 25 Halifax Road, Cambridge.

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TOPICS AND EVENTS.

PARENTS' NATIONAL EDUCATION UNION CONFERENCE.—The annual conference of the Parents' National Education Union will be held on May 29–June 1, at Ambleside. Members of the union and those teaching in the Parents' Union School are invited, and tickets, price 3s. 6d. each, may be obtained from Miss Morton, P.N.E.U. Office, 26 Victoria Street, S.W. 1; teachers will receive complimentary tickets on application.

THE EDUCATION GUILD.—The series of lectures on the Report on the Teaching of English which has been taking place fortnightly at the Education Guild, 9 Brunswick Square, has proved most interesting and valuable. The last lecture of the series was held on March 17th, when Mr. J. E. Barton, Head Master of the Bristol Grammar School, speaking on "The Teaching of English in relation to Art," demonstrated the wonderful possibilities of correlating literature and the classics with the arts and crafts of the period. He showed how the history of other times could be made more real and the psychology of the races more clear if the pupil could study at the same time the forms of art in which the peoples had expressed themselves, whether in painting or architecture or other craftsmanship.

"JOURNAL OF SCIENTIFIC PHYSICAL TRAINING."—The Easter Term issue of this journal well justifies the title "Games for Girls" number. It contains the three papers read at the January Educational Conference as arranged by the Ling Association: "The Biological Point of View of Games for Girls," "Facts about Games Playing Girls at Dartford," and "The Fertility of Married Gymnastic Teachers." In addition to these there is an article foreshadowing a degree course in gymnastics, and others on Postural Deformities, Navy Gymnastics, General Principles of Nutrition, Physiology of Muscular Movements. An interesting account is also given of an Intensive Course in Physical Education for Elementary Teachers. The articles, written in clear and popular style, are profusely illustrated, and afford interesting reading for all connected with education.

TRAINING FOR TEACHERS OF AGRICULTURAL SUBJECTS.—The Board of Education have approved an arrangement by which students of University College, Reading, in receipt of grants under the Board's regulations for the training of teachers may be admitted to the degree course for an external B.Sc.(Lond.) in agriculture as an alternative to a course in arts or pure science. Students must have passed the London Matriculation or an equivalent examination prior to entering the College and, normally, training in teaching proceeds concurrently with the degree work throughout the three years' course necessary to secure recognition as certified teachers. In the case of a student who has passed the Intermediate Science (Agriculture) Examination before entering the College, the first two years are spent in completing the degree course and a post-graduate year in the theory and practice of teaching. The object of the new regulations is to increase the supply of certificated teachers with special qualifications in agricultural subjects who will be available in central, continuation, and secondary schools in rural areas. Full particulars of the scheme can be obtained from the Tutorial Secretary, University College, Reading.

NATURE STUDY.—The first number of a new illustrated monthly magazine called *The Nature Lover*, price 7d., has just reached us. It is an artistic production the object of which seems to be to interest the reader, by light and pleasantly written articles, in the wonders of Nature, both animate and inanimate. The coloured frontispiece, a Japanese bird study, is a beautiful piece of work, and the other illustrations are excellent of their kind. The opening article is entitled "The Nature Lover," and then follow notes for the month on plant and bird life. The daffodil forms the subject of the next article, in which some descriptive botany is skilfully interwoven with the myths concerning this flower. There are also informative articles on birds' eggs, in which their shape, size, and coloration are discussed, and on rainbows. In the latter, some attempt is made at giving an account, in the simplest and most popular language, of the origin of the bow. Altogether, it is a most attractive little magazine for both the country dwellers, who will be encouraged to take a new interest in the beauties of Nature surrounding him, and for the inhabitant of the town or city, who will be able to enjoy the better his occasional countryside rambles.

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PRIZE COMPETITIONS.

The prize for the April Competition is awarded to "Eutyichides," and the second place to "W.L.B.H."

The winner of the March Competition is Miss Myra Dobson, 18 Victoria Road, Exmouth.

EXTRACT FROM "L'APPEL AU SOLDAT."

BY EUTYCHIDES.

A reddish road, lined with pear trees and apple trees in regular alternation, led the travellers the whole length of the Moselle valley (a very wide valley here and important by reason of its blast-furnaces) to Thionville, which still wears a martial aspect, and is cramped so tightly by engirdling walls that from one and the same spot on its tiny central square the town's three fortified gates can be seen, and each bugle call is easily heard by all its inhabitants, trained as they are to understand such trumpetings.

It is unfortunate that romantic writers who reveal to us in vivid phrases the great secret of the melancholy inspired by woods and ocean and by the spacious meadows of Central France, have known nothing of these small garrisoned towns in the East, and that atmosphere of theirs, so admirably fitted for moulding character—nothing of the clarion's continuous sound from morn to eve, of the flag and the general, of strolls on the rampart, or that burst of warlike music, the tattoo, crashing out suddenly every evening and suggesting an apotheosis. Oh! those splendid drummers, emancipated by a slight movement of the long cane at eight o'clock, and then plunging into the streets with the whole population behind them! This theatrical and unvarying routine made a deep impression upon youths brought up near fortifications of the Vauban type. It turned them into heroes and aspirers after a glorious death. There we have a French soul-state which is passing away without having received its literary expression.

The fortifications of Thionville are no longer anything more than recreation-grounds planted charmingly with oaks and diversified by kiosks and little super-imposed terraces. 1870 has transformed Lorraine's landscapes as well as its behaviour.

When the populace lost contact with the soldier—a Prussian soldier now, and one, moreover, who performs his manœuvres in forts closed against public curiosity—those laboratories of the military spirit ceased to exist. However, they have provided officers who are all of one type, conspicuously honourable, scornful of fanfaronade, realistic and moral—and in such numbers that this discipline seems destined to survive the conditions by which it was produced. It will remain one of the stones of French fashioning when the Lorraine quarries from which it was extracted have completely disappeared beneath German embankments.

We classify the 56 versions received as follows:—

Class I.—(a) Eutyichides, W.L.B.H., Penguin, Benediction, Mondham, Taugenichts.

(b) S.F.X., Bésigne, E.J.A.G., Chingleput, C.R.C., Swallow, Menevia.

Class II.—Adrienne, L.A.C., Maisyfed, Nibbidard, Tradles, Oldmarch, Puck, Leander, Beda, Exilée, Dolly Varden, Emile, Lise, Back Number, Dinkie, M.V., Woodlea, N.S., Ilex, M.A.H., Survey, D.N.B., Griselda, Melon Pie, Little Tich, L.M.B., Esse quam videri.

Class III.—Ally, Fuzzy-Wuzzy, Kappa, Anatole, Pierrelatte, Kit, C.S., No Name, Faith, Brook Green, Jack, Hibernia, Harold, Philatton, Emil Jay, Miffy, Erwartung.

Class IV.—Mopsa, Marjorie, Danny.

BY THE PRIZE EDITOR.

Along the valley of the Moselle, which is here of great breadth and of some importance owing to its blast furnaces, a reddish-coloured road, lined with pear trees and apples in alternation, led the travellers to Thionville—Thionville that is still a warrior-town, and so closely girdled in by its belt of walls that from a certain point in its little central square its three military gates are visible, and that a single bugle is easily heard by all its inhabitants, whose ears have long been trained to understand its blasts.

It is a pity that the writers of the romantic school who

(Continued on page 288.)

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expressed in such vivid language the great secret of the melancholy of the woods, the sea, and the meadows of central France, knew nothing of the little military towns of the East whose atmosphere was so well-fitted to mould character; knew nothing of the bugle sounding all day long, the flag, the general, the walks on the rampart, and every evening the sudden military uproar of the "Retreat," bursting out in an apotheosis, as it were, of the Army. Ah! those fine drummers swinging off at eight o'clock at a short movement of the big cane, and plunging into the crowd of the streets with the whole population behind them! This discipline, monotonous yet dramatic, so penetrated the minds of the lads who grew up in these Vauban fortresses that it made them heroes and inspired them with the love of a glorious death. That is a phase of the French soul which is passing away without having found any expression in literature.

The fortifications of Thionville are now nothing more than walks, pleasantly planted with oaks, with kiosks here and there, and formed in low terraces rising one above the other. The year 1870 transformed the landscapes of Lorraine no less than its habits of life. From the moment that the population lost contact with the soldier, who was now a Prussian, and besides performed his exercises in forts closed to the public gaze, these nursery-beds of the military spirit ceased to exist. Yet they have produced so many officers, all of the same type, men in the highest degree honourable, contemptuous of show, business-like and moral, that this discipline seems destined to survive the conditions that gave its birth; it will remain one of the foundation stones of the national character when the quarries in Lorraine from which it was hewn have entirely disappeared beneath the earthworks of the Germans.

A Prize of Two Guineas is offered for the best translation of the following extract from the "Beschluss" of Kant's "Kritik der praktischen Vernunft."

Zwei Dinge erfüllen das Gemüt mit immer neuer und zunehmender Bewunderung und Ehrfurcht, je öfter und anhaltender sich das Nachdenken damit beschäftigt: der bestirnte Himmel über mir und das moralische Gesetz in mir. Beide darf ich nicht als in Dunkelheiten verhüllt, oder in Überschwenglichen, ausser meinem Gesichtskreise suchen und bloß vermuten; ich sehe sie vor mir und verknüpfe sie

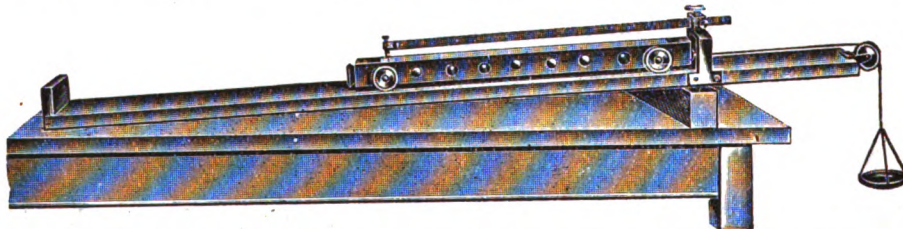
unmittelbar mit dem Bewusstsein meiner Existenz. Das erste fängt von dem Platze an, den ich in der äussern Sinnenwelt einnehme, und erweitert die Verknüpfung, darin ich stehe, ins unabsehlich Grosze mit Welten über Welten, und Systemen von Systemen, überdem noch in grenzenlose Zeiten ihrer periodischen Bewegung, deren Anfang und Fortdauer. Das zweite fängt von meinem unsichtbaren Selbst, meiner Persönlichkeit, an und stellt mich in einer Welt dar, die wahre Unendlichkeit hat, aber nur dem Verstande spürbar ist, und mit welcher (dadurch aber auch zugleich mit allen jenen sichtbaren Welten) ich mich nicht wie dort in bloß zufälliger, sondern allgemeiner und notwendiger Verknüpfung erkenne. Der erstere Anblick einer zahllosen Weltenmenge vernichtet gleichsam meine Wichtigkeit, als eines tierischen Geschöpfes, das die Materie, daraus es ward, dem Planeten (einem bloßen Punkt im Weltall), wieder zurückgeben musz, nachdem es eine kurze Zeit (man weisz nicht wie) mit Lebenskraft versehen gewesen. Der zweite erhebt dagegen meinen Wert, als einer Intelligenz, unendlich durch meine Persönlichkeit, in welcher das moralische Gesetz mir ein von der Tierheit und selbst von der ganzen Sinnenwelt unabhängiges Leben offenbart, wenigstens so viel sich aus der zweckmässigen Bestimmung meines Daseins durch dieses Gesetz, welche nicht auf Bedingungen und Grenzen dieses Lebens eingeschränkt ist, sondern ins Unendliche geht, abnehmen lässt.

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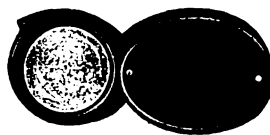
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MAY 1.

KING'S COLLEGE, at 5.30.—Prof. Rafael Altamira: The Contemporary History of Spain (1). Also on May 4, 8, 11, 15, and 18.

UNIVERSITY COLLEGE, at 5.15.—The Right Hon. Lord Justice Scrutton: Law and Business.

BEDFORD COLLEGE, at 5.15.—Prof. Edouard Claparède: L'Intelligence et la Volonté (2). Also on May 2.

KING'S COLLEGE, at 5.30.—Dr. Johan Hjort: Biological Aspects of Oceanography (2). Also on May 2 and 5.

MAY 2.

GRESHAM COLLEGE, at 6.—Sir Frederick Bridge: Music (Gresham Lecture) (1). Also on May 3, 4, and 5.

UNIVERSITY COLLEGE, at 5.—Sir Arthur Shipley: Insects and Disease (1). Also on May 9, 16, and 23.

MAY 3.

UNIVERSITY COLLEGE, at 3.—Prof. E. G. Gardner: The Arthurian Legend in Dante. BEDFORD COLLEGE, at 5.15.—Prof. F. Baldensperger: Une Destinée Littéraire Anglo-Française: Alfred de Vigny (1). Also on May 5 and 8.

UNIVERSITY COLLEGE, at 5.15.—Dr. D. H. Scott: The Early History of the Land Flora (2). Also on May 10, 17, 24, and 31.

MAY 4.

UNIVERSITY COLLEGE, at 5.15.—Prof. J. E. G. de Montmorency: Scottish Customary Law (2). Also on May 11, 18, 25, and June 1.

KING'S COLLEGE, at 5.30.—Prof. H. Wildon Carr: The Principle and Method of Hegel (1). Also on 9, 16, and 23.

KING'S COLLEGE, at 5.30.—Prof. G. Young: Portuguese Literature (1). Also on May 11 and 18.

KING'S COLLEGE, at 5.30.—The Rev. P. Dearmer: Central and North Italian Painters of the Fifteenth Century (1). Also on May 11, 18, 25, June 1 and 8.

MAY 5.

KING'S COLLEGE, at 5.30.—Mr. R. F. Young: The University of Prague.

MAY 8.

KING'S COLLEGE, at 5.—Prof. G. Buchanan Gray: The Place of Sacred Gifts in Hebrew Practice and Thought (1). Also on May 15 and 22.

MAY 9.

GRESHAM COLLEGE, at 6.—Mr. A. R. H. Hinks: Astronomy (Gresham Lectures) (1). Also on May 10, 11, and 12.

MAY 10.

UNIVERSITY COLLEGE, at 5.30.—Mr. P. Harting: Modern Flemish Literature (1) Also on May 17.

MAY 11.

UNIVERSITY COLLEGE, at 5.30.—Mr. H. E. Goad: Nature in Giosue Carducci's Poems.

BIRKBECK COLLEGE, at 5.30.—Dr. J. C. Schoute: Whorled Phyllotaxis.

UNIVERSITY COLLEGE, at 5.15.—Sir Joseph J. Thomson: Atoms, Molecules, and Chemistry (2). Also on May 18.

MAY 12.

LONDON SCHOOL OF ECONOMICS, at 5.—Dr. Peter Giles: Modern Views of Indo-European Origins (1). Also on May 19.

BIRKBECK COLLEGE, at 6.—Dr. E. J. Russell: Recent Work with regard to the Influence of Soil Conditions on Agriculture (1). Also on May 19 and 26.

KING'S COLLEGE, at 5.30.—Dr. F. Chudoba: Modern Czech Painting (1). Also on May 26.

SHAKESPEARE ASSOCIATION (AT KING'S COLLEGE).—Mrs. Allardye Nicoll: Shakespeare in Poland.

MAY 16.

GRESHAM COLLEGE, at 6.—Sir Robert Armstrong-Jones: Physics (Gresham Lectures) (1). Also on May 17, 18, and 19.

UNIVERSITY COLLEGE, at 5.30.—Mr. Hilaire Belloc: Molière's "Le Misanthrope."

KING'S COLLEGE, at 5.30.—Mr. E. A. Brayley-Hodgetts: The Influence of English Literature on Russian Thought.

MAY 17.

SCHOOL OF ORIENTAL STUDIES, at 5.—Dr. R. A. Nicholson: The Idea of Personality in Sufism (1). Also on May 24 and 31.

KING'S COLLEGE, at 5.—Dr. Alfred Harker: Geology (1). Also on May 24 (at 4) and 31.

KING'S COLLEGE, at 5.30.—Prof. Van Bemmelen: The Morphological Character of the Skin-pattern in Insects and Mammals.

MAY 18.

UNIVERSITY COLLEGE, at 5.30.—Mr. Addison McLeod: English Translations of Carducci.

UNIVERSITY COLLEGE, at 2.30.—Prof. W. M. Flinders Petrie: Recent Discoveries.

MAY 19.

KING'S COLLEGE, at 5.30.—Mr. Aylmer Maude: Tolstoy's Influence on Russia's Destiny.

MAY 22.

UNIVERSITY COLLEGE, at 5.30.—Prof. Tancred Borenius: Past History of Art Teaching (1). Also on May 29 and June 7.

KING'S COLLEGE, at 5.30.—Prof. F. H. Edgeworth: The Development of the Head Muscles of Vertebrates (1). Also on May 23, 24, and 25.

GRESHAM COLLEGE, at 6.—Mr. W. Blake Odgers: Law (Gresham Lectures) (1). Also on May 23, 24, and 26.

MAY 23.

KING'S COLLEGE, at 5.30.—The Rev. R. G. Laffan: The Serbo-Croat-Slovene Kingdom after the War.

MAY 25.

UNIVERSITY COLLEGE, at 5.30.—Prof. A. Cippico: Il senso della storia in Giosue Carducci.

MAY 29.

UNIVERSITY COLLEGE, at 5.—Mr. A. T. Walmisley: Groynes and Sea Defence Works.

MAY 30.

KING'S COLLEGE, at 5.30.—Dr. Dragutin Subotić: Influence of Geography on the Economic Conditions of Jugo-Slavia (1). Also on June 6.

KING'S COLLEGE, at 5.30.—Mr. C. E. M. Joad: Vitalism restated (1). Also on June 13.

GRESHAM COLLEGE, at 6.—Mr. Foster Watson: Rhetoric (Gresham Lectures) (1). Also on May 31, June 1 and 2.

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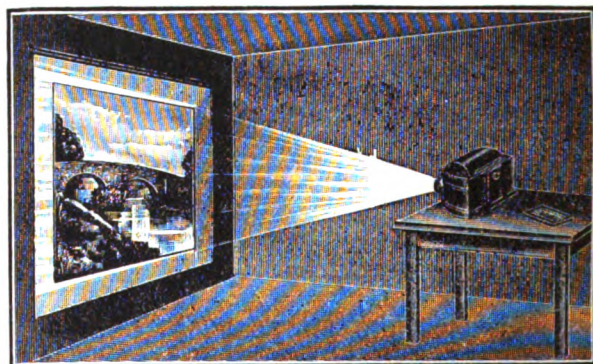
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ALDENHAM SCHOOL, NEAR ELSTREE, HERTS.—ENTRANCE SCHOLARSHIPS.—An Examination will be held on June 1 and 2, 1922, for Scholarships tenable for two years and open to boys under 15 on May 1—namely, one Alfred Smith Scholarship of £50, about four Junior Platt Scholarships of £40. Assistance, by partial remission of tuition fees, may be given at the discretion of the Governors to scholars and other boys showing promise in cases where need of such assistance exists. Application should be made at the time of entry. Further particulars may be had from the HEAD MASTER.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford in March, 1923, for 4 Exhibitions (£50-£40, and 6 Nominations (£10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BISHOP'S STORTFORD COLLEGE. ENTRANCE SCHOLARSHIP EXAMINATION.—An EXAMINATION is held annually in June, when SCHOLARSHIPS, EXHIBITIONS, and BURSARIES, varying from £50-£10, are offered.—Apply to the Head Master, Mr. F. S. YOUNG, M.A.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination will be held June 6-7 to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

CHELTENHAM COLLEGE.

TWELVE SCHOLARSHIPS AND EXHIBITIONS (not open to members of College or Junior School). These include five of £80 (one increased to £100 for special merit); "James of Hereford" Scholarship of £35 for boys born, or brought up, in Herefordshire; R.A.M.C. Scholarship of £50 (preference to sons of fallen officers). Awards made for all-round excellence, or special proficiency in any main subject. A Preliminary Examination will be held at the Candidate's School on Tuesday, May 23, and the Final Examination for Selected Candidates at Cheltenham on Wednesday and Thursday, May 31 and June 1.—Apply BURSAR, CHELTENHAM COLLEGE.

SCHOLARSHIPS.

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in April. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C.1.

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THREE SCHOLARSHIPS will be offered in June of the value of £70, £40, and £30.—Further details from THE BURSAR, Giggleswick School, Settle, Yorks.

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LADY MARGARET HALL, OXFORD.—The following Scholarships will be offered at an Examination to be held in December, 1922: AN OLD STUDENT'S SCHOLARSHIP of £70 a year, only given to candidates who can prove their need of pecuniary aid; a JAMES CROPPER SCHOLARSHIP of £50 a year; a HALL SCHOLARSHIP of £50 a year. Two or more EXHIBITIONS will also be offered if candidates of sufficient merit present themselves. The Scholarships and Exhibitions are tenable for three years during residence.

LANCING COLLEGE SCHOLARSHIPS.—Entrance Scholarships will be offered for competition in first week in June. Candidates must be over twelve years of age and under fourteen on June 1.

(a) Six SCHOLARSHIPS (at least), Classical and Modern, varying from £100 to £50 per annum.

(b) Two CHORAL EXHIBITIONS of £30 per annum, open to all boys who can sing and read music.

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Candidates will be examined at Lancing, unless further notice is given to the contrary.

For Prospectus and all additional information, apply to the Head Master, Rev. H. T. BOWLBY, Lancing College, Shoreham, Sussex.

MILL HILL SCHOOL.—An Examination will be held on Thursday, June 22, and the two following days, when several Entrance Scholarships value £10 each will be offered for competition.

The Governors will consider the financial circumstances of any successful candidates with a view to the grant of further emoluments. In appropriate cases, Scholarships to the value of £100 a year each may be granted. For further information, apply to THE BURSAR, Mill Hill School, N.W. 7.

NEWMHAM COLLEGE.—NINE SCHOLARSHIPS, one of £60, and others of £50 and £35, are offered in March on the results of a joint examination with Girtton College. A certain number of EXHIBITIONS may also be awarded. Particulars can be obtained from the PRINCIPAL.

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ENTRANCE SCHOLARSHIPS in June, when two Scholarships of £50 a year for CLASSICS will be awarded. Age limit 16 on June 1st. Fees £75 a year inclusive. Apply—Head Master, P. C. SANDS, M.A., late Fellow of St. John's College, Cambridge.

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This Scholarship falls to be awarded in September next. Conditions and Forms of Application may be obtained from the PRINCIPAL.

SEDBERGH SCHOOL.

THE Examination for Ten ENTRANCE SCHOLARSHIPS and EXHIBITIONS, of the annual value of £100 to £40, will be held on June 8 and 9, 1922, in London and Sedburgh simultaneously. Candidates must be under 14 years of age on January 1, 1922.

For further information apply to—THE BURSAR, Sedburgh School, Yorkshire.

SHERBORNE SCHOOL.

AN Examination for ENTRANCE SCHOLARSHIPS, open to Boys under 14 and over 12 years of age on June 1, 1922, will be held early in June. Further information can be obtained from the HEAD MASTER, School House, Sherborne, Dorset.

SOLIHULL SCHOOL, WARWICKSHIRE.

SCHOLARSHIP Examination for boys between 12 and 14 is held annually in June.

Full particulars (and Prospectus, &c.) can be obtained on application to W. F. BUSHELL, M.A., Head Master.

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HEAD.—In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 45 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz. Clergy 95 guineas, Laymen 105 guineas per annum. Day-Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, etc. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £45, £35, and £25 per annum. Scholarship examination for 1922 and 1923 on the first Wednesday in July; entries close the last day of June. For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

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The NEXT EXAMINATION for FOUNDATION SCHOLARSHIPS will take place on Tuesday, Wednesday, and Thursday, July 4, 5, and 6. These Scholarships exempt the Holders from payment of Tuition Fees. Application should be made to the High Mistress at the School. The last day for the registration of Candidates is Friday, June 16.

Continued on page 293.

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HEAD MISTRESS wanted for well-known School on Kentish coast. Must hold Degree or, better still, some good Tripos. Experienced and good organizer. Adequate salary offered to suitable candidate.—No. 1,425.

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ASSISTANT MISTRESS for English subjects generally, to Senior Camb., with Latin, Geometry, and Mathematics. Must hold Degree or good Certificates. Salary according to qualifications and experience. (Bucks.)—No. 1,434.

ASSISTANT MISTRESS for History and Latin to Responsions and entrance to Oxford Ladies' College standard, also Literature throughout the School. Salary £130 res. (Surrey.)—No. 1,447.

ASSISTANT MISTRESS, Graduate, for Latin up to adv. Scholarship standard. Salary according to Burnham Scale. (Wales.) Extra for 1st Hons. Wanted in Sept. Recognized Public School.—No. 1,459.

ASSISTANT MISTRESS wanted for high-class school on S. Coast. History, Lit., and Drawing chief subjects. Good salary offered to competent Mistress with Degree.—No. 1,462.

SENIOR ASSISTANT MISTRESS for good French, Latin, History. A lady with Degree and experience looked for. Salary £140 resident (Durham.)—No. 1,465.

CLASSICAL MISTRESS wanted for Public Endowed School in Wales. Latin and Greek. Salary £140-£160 resident.—No. 1,460.

TWO MISTRESSES wanted (Graduates by preference) in Sept. One for Mathematics and Latin, the other for History and Literature. Salary £150 to £170, resident; non-resident, according to Burnham Scale. High-class Boarding School, recognized by Board of Education. (Hants.)—No. 1,479.

ASSISTANT MISTRESS (R.C.) wanted for Convent School in the Midlands. English and Latin to Matric. standard. Graduate looked for. About 4½ hours' teaching per day. Salary £120 resident.—No. 1,482.

SENIOR ASSISTANT MISTRESS wanted for a high-class School in Kent, near London. Senior English, Latin, and Junior Mathematics. Salary about £150 resident.—No. 1,484.

ASSISTANT MISTRESS for Geography and Latin to Matric. standard. Churchwoman essential. Salary £100 resident. (Sussex.)—No. 1,488.

SENIOR ASSISTANT MISTRESS to teach French, Geography, and Mathematics. Must hold Degree and have had experience. Churchwoman. Salary £200 non-resident. (Wales.)—No. 1,491.

ASSISTANT MISTRESS for all English subjects, Lit., Geography. Work to Senior Camb. standard. Salary £130 resident or £180 non-resident. (Kent, near London.)—No. 1,501.

ASSISTANT MISTRESS for County Secondary School in Devon. Graduate, teaching mainly English and French. Non-resident. Salary according to County Scale.—No. 1,502.

SENIOR ENGLISH MISTRESS wanted in Sept., all English subjects, Latin and Composition. Salary according to qualification. (Norfolk.)—No. 1,506.

ASSISTANT MISTRESS wanted, capable of taking a Form of girls up to 16 years of age in all subjects, including Elem. Latin and French. Salary £100 resident. (Midlands.)—No. 1,507.

ASSISTANT MISTRESS wanted in Sept. for Mathematics and Botany to Matric. standard. English and European Hist. qualifications. Inter. B.Sc. or equivalent. Salary £120 resident. (Hants.)—No. 1,512.

ASSISTANT MISTRESS for Mathematics and good English to Senior Locals standard. Salary £100 resident. (Bucks.)—No. 1,520.

ASSISTANT MISTRESS (Graduate) wanted in Sept. for History, with one subsidiary subject. Public High School. Salary according to Burnham Scale. (Staffs.)—No. 1,516.

CANADA, ASSISTANT MISTRESS wanted in Sept. for Drawing and Painting with very junior Arith. and English. Church of England Boarding School. Salary up to £150 resident.—No. 1,518.

ENGLISH MISTRESS wanted in Sept., should have good Hons. Degree with either training or experience, and one who is specially interested in Modern methods of teaching English. A mistress with Classical Degree not objected to, so long as she is really interested in methods of teaching English. Public School in Wales.—No. 1,519.

ASSISTANT MISTRESS wanted for Orphanage in London. Mathematics, English, History, and Drawing to Senior Oxford Local standard. Salary £100 resident.—No. 1,522.

ASSISTANT MISTRESS wanted in Sept. for French, Latin, and Geography to Matric. standard. Graduate looked for. Salary £120 resident. (Yorks.)—No. 1,527.

ASSISTANT MISTRESS (Graduate) wanted in Sept. for Mathematics. Secondary School. Salary according to Burnham Scale. (Notts.)—No. 1,530.

ASSISTANT MISTRESS for Dual School. Experienced, essential subjects, History, Latin, and Mathematics. Salary £120 resident.—No. 1,531.

S. AFRICA, ASSISTANT MISTRESS for French to Matric standard, Eng., Lang., and Lit., History, Scripture, and Geography. Salary £150 resident.—No. 1,532.

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HONS. GRADUATE in History wanted in Sept. R.C. essential. Salary according to Metropolitan Burnham Scale. School in E. London.—No. 1,537.

CANADA, HEAD MISTRESS wanted with good academical qualifications and experienced in administration. Must be an Anglican with definite convictions. Salary up to 2,500 or 3,000 dollars with board and residence.—No. 1,539.

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LANGUAGE MISTRESSES.

FRENCH MISTRESS wanted for First-class School in Surrey. Must hold a Degree or else some very good qualifications in French. The post is resident and salary according to Burnham Scale.—No. 1,409.

GRADUATE REQUIRED with 1st or 2nd Hons. in French. Salary according to Burnham Scale. (Wales.) Public Recognized School. Wanted in September.—No. 1,460.

ASSISTANT MISTRESS (R.C.) for Secondary School in Essex. To teach French with Phonetics to Senior Oxford standard. Salary £100 resident.—No. 1,490.

ASSISTANT MISTRESS wanted in Sept. for French (Phonetic system by preference). Salary up to £120 resident. (Hants.)—No. 1,513.

ASSISTANT MISTRESS, Graduate, wanted in Sept., to teach French. Public High School. Salary according to Burnham Scale. (Staffs.)—No. 1,415.

MODERN LANGUAGE MISTRESS wanted in Sept. for good-class School in the Midlands. Salary from £240 non-resident.—No. 1,528.

SENIOR MISTRESS wanted in Sept. to take French throughout the School. Salary according to Burnham Scale.—No. 1,535.

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SCIENCE MISTRESS wanted in Sept. Convent School in London. Science, Physics, Elem. Chem. Salary according to Metropolitan Burnham Scale.—No. 1,490.

SCIENCE MISTRESS wanted in Sept. for Public High School. Salary according to Burnham Scale. (Staffs.)—No. 1,514.

SCIENCE GRADUATE (Pass or Hons. Lond. Univ. pref.), R.C. essential. Salary according to Metropolitan Burnham Scale. (Essex, near London.)—No. 1,538.

GRADUATE required in Sept., qualified to teach Botany. Salary according to Burnham Scale. (Suffolk.)—No. 1,540.

ASSISTANT MISTRESS (B.Sc.) wanted, capable of teaching Botany to Matric, also Mathematics. R.C. essential. £150 resident. (Bucks.)—No. 1,541.

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PHYSICAL MISTRESS for Gymnastics, Games, & Dancing. Salary £100, res. (Salop.)—No. 1,511.

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PHYSICAL MISTRESS for Grant-earning Secondary Day School in Lancashire. Physical Exercises, Gymnastics, and Games.—No. 1,406.

PHYSICAL MISTRESS for good Dancing, Gymnastics, and Games. Salary £100, resident. (Wales.)—No. 1,495.

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FOUR SCHOLARSHIPS, one of £75, the others of £50, will be offered for competition in March, 1923.A certain number of **EXHIBITIONS** may also be awarded.

Students are prepared for the Arts and Science Degrees of the University of London.

Fees.—Residence £90 a year; Tuition from 38 guineas a year.For further particulars apply to the **PRINCIPAL**—**WESTFIELD COLLEGE, Hampstead, N.W. 3.****WEYMOUTH COLLEGE.****SIX SCHOLARSHIPS for CLASSICS or MATHEMATICS,**of the value of **£40** downwards, and open to boys between twelve and fourteen,**are offered annually for Competition.****Next Examination will be in June, 1922.**For Prospectus and other information apply to the **HEAD MASTER.****TONBRIDGE SCHOOL.**—Scholarships Examination on June 6, 7, and 8, 1922. One Scholarship of £100 p.a., one of £80 p.a., and one of £40 p.a., and not exceeding six Foundation Scholarships entitling to exemption from payment of the Tuition Fee, will be offered for competition. Entry Forms, &c., of intending candidates must be received at the School on or before May 20, 1922. For particulars, apply to the **SECRETARY** to the **HEAD MASTER**, School House, Tonbridge.*The Head of an important School writes:—**"I am extremely sorry the advertisement could not be printed in last month's issue, as we generally have such good results from your paper. Kindly insert it in next month."*

Orders for monthly parts of

THE SCHOOL WORLD

for June, 1918, and earlier dates (i.e. before the amalgamation with "The Journal of Education") should be placed with

Messrs. MACMILLAN & Co., Ltd., St. Martin's Street, London, W.C. 2.

Posts Vacant.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

SCHOLASTIC, CLERICAL, AND MEDICAL ASSOCIATION, LTD.

THE above Association is in a position to offer to well qualified ladies and gentlemen several first-rate scholastic appointments in all parts of the country. Candidates should write with full particulars as to age, qualifications, experience, &c., &c., to GENERAL MANAGER, 12 Stratford Place, Oxford Street, W.1. No charge for registration.

HEADSHIPS.

CAMPBELL COLLEGE. — The Governors of the Campbell College, Belfast, are prepared to receive Applications for the post of Head Master of the College, vacant by the death of the late Head Master.

Candidates must be Graduates of one of the English, Scottish, or Irish Universities; should not be above 45 years of age; and personal experience of teaching in Public Schools is essential. The Campbell College is a large Public School on the hostel system, preparing boys for the Universities, the Army, Navy, Civil Service, and Commercial Life. It is of recent construction, and is fully equipped according to modern requirements.

The salary will be £1,000 per annum with free Residence and Garden.

Particulars as to the position, duties, and emoluments can be obtained from the Secretary to the Governors, to whom all Applications for the position are to be addressed.

Applications to be sent in not later than May 31 next.

EDWARD BAILEY,

Secretary to the Governors.

Coates Buildings, Belfast.
April 24, 1922.

CENTRAL FOUNDATION SCHOOLS OF LONDON.

The Governors invite APPLICATIONS for the APPOINTMENT of HEAD MASTER of the Boys' School, Cowper Street, E.C., which is an endowed Secondary Day School, aided by the London County Council, and conducted under the Regulations of the Board of Education.

There are 600 boys in the School.

The person appointed will be required to commence his duties in September, 1922.

Applicants must hold a good honours degree of a university in the United Kingdom, and must have had suitable experience in the work and organization of a Secondary School.

Canvassing will disqualify.

Forms of application, which may be obtained from the undersigned (addressed foolscap envelope necessary) must be returned completed not later than May 12, 1922.

WILLIAM HOUSTON, B.A., Clerk to the Governors.

Central Foundation Office, Cowper Street, E.C. 2.

NEWCASTLE-UPON-TYNE EDUCATION COMMITTEE.

RUTHERFORD COLLEGE GIRLS' SECONDARY SCHOOL.

PRELIMINARY NOTICE.

The Committee has decided to invite applications for the post of HEAD MISTRESS, which will become vacant in January, 1923.

Full particulars may be obtained by sending stamped addressed foolscap envelope to the undersigned after May 3, 1922. Last date for receipt of applications, May 31, 1922.

THOS. WALLING,

Director of Education.

Northumberland Road,
Newcastle-upon-Tyne.

Posts Vacant—continued.

MISTRESS-SHIPS.

HITCHIN. — Girls' Grammar School. MUSIC MISTRESS required in September, to teach Piano (Mathay) and some Violin. About three years' experience in a good school desirable. Salary, Burnham Scale. Apply—HEAD MISTRESS.

BEDFORD HIGH SCHOOL. — Wanted in September Assistant French Mistress (Englishwoman). Residence abroad and sound knowledge of Phonetics essential. Burnham scale. Apply to the HEAD MISTRESS.

BRADFORD GIRLS' GRAMMAR SCHOOL. — Wanted in September Mistresses for (1) History, Oxford Honours and some experience preferred. (2) Classics, Honours degree, for IV and V Form Latin and share of higher work. (3) Junior Form Mistress with good French (Phonetics). (4) Junior Science Mistress, Physics, Chemistry, and Geography. (5) III Form Mistress with Elementary Mathematics. Salaries on Burnham scale. Apply to the HEAD MISTRESS.

DUDLEY GIRLS' HIGH SCHOOL, WORCESTERSHIRE. — Wanted in September:—

(1) Geography Specialist.

(2) A Mistress to teach Mathematics and Latin, Diploma or degree, training or experience essential. Games desirable. Burnham scale. Apply to HEAD MISTRESS.

CARDIFF EDUCATION COMMITTEE.

HOWARD GARDENS MUNICIPAL SECONDARY GIRLS' SCHOOL.

Form Mistress required in September next. Subjects: Mathematics and Physics. Honours degree and either training or experience desired.

Salary scale, £225 per annum, rising by £15 yearly, to £300, then by £12½ yearly to a maximum of £415 per annum. Previous experience up to five years may be taken into consideration when fixing initial salary.

The successful candidate will be required to submit herself for medical examination by the Authority's Medical Examiner of Teachers at Cardiff before commencing duties.

Application forms, obtainable from the undersigned, must be returned by May 15.

JOHN J. JACKSON,
Director of Education,
City Hall,
Cardiff.

WALLASEY HIGH SCHOOL.

Wanted in September a Mistress for the Junior School, Froebel qualification desirable. Apply after May 1 to the HEAD MISTRESS.

ASSISTANT MISTRESS RE-

QUIRED for small, good-class school (Surrey Hills). Music, Games, elementary English. Matriculation Certificate or equivalent. Salary about £70 (resident). HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

GOOD VIOLIN MISTRESS RE-

QUIRED, with Junior Piano. Salary £100-£120 (resident). High-class Girls' School (Scotland). HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

ASSISTANT MISTRESS RE-

QUIRED in high-class Girls' Day and Boarding School near London. N.F.U. Certificate. Salary according to qualifications and experience. HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

LECTURES ON ART. Single or

in Series. London and the provincial capitals. For prospectus and terms address—Miss A. ROBERTSON, 45 Paulton's Square, Chelsea, S.W. 3.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial typewritten, free of charge for new client on receipt of 8d. to cover cost of paper and postage. Size: 4to or fcap. All clear copies, not carbons. Orders executed by return of post. Price-list, with specimens of typewriting and printing, on application.

KING, 45 Bedford Row, London, W.C.1.

Posts Vacant—continued.

GRADUATE MISTRESSES RE-
QUIRED (Kent) to teach between them English, Geography, Mathematics, Botany, Chemistry, Physics, Latin. Salary about £140 (resident), according to experience. HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

PRINCIPAL OF EVANGELICAL

GIRLS' SCHOOL has vacancy for student able to teach Junior Music and accompany Rhythmic. Elementary English. Piano, Violin, or Singing lessons offered and time for practice. Board, laundry, £1 travelling expenses. HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

NEW ZEALAND. ENGLISH

MISTRESS REQUIRED for Upper Forms. Subjects: English Literature, Geography, good French. Church of England. Salary £150 resident. £200 non-resident. HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

PRESTON EDUCATION COMMITTEE. THE PARK SCHOOL.

REQUIRED in September:

- (1) Form Mistress to take Physics and Mathematics in the Middle School.
- (2) Form Mistress to take French in the Middle School.

In both cases Training is essential. Salaries according to the Burnham Scale.

Forms of application can be obtained from the DIRECTOR OF EDUCATION, 48 Lancaster Road, Preston.

NOTTINGHAM HIGH SCHOOL

FOR GIRLS, G.P.D.S.T.—Wanted in Sep-

tember.
(1) Senior Mathematical Mistress. Tripos preferred.

(2) French Mistress.

Honours Degree essential for both posts. Experience desirable. Burnham Scale. Apply—HEAD MISTRESS.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, ASHFORD.

REQUIRED, in September:

(a) Assistant Mistress to teach French.

(b) Assistant Mistress to teach History.

For both positions, degree with training or good experience essential. The French Mistress must be able to teach Phonetics.

Salary according to the Burnham Scale.

Applications together with stamped and addressed foolscap envelope should be sent at once to the Head Mistress.

E. SALTER DAVIES,
Director of Education.

April 19, 1922.

MANCHESTER.—PENDLETON HIGH SCHOOL.—Wanted in September

(1) French Mistress, Degree and experience essential.

(2) Mathematical Mistress.

Games desirable, especially for the second post. Apply—HEAD MISTRESS.

SEVENOAKS.—Walthamstow Hall.

—Wanted in September, Second Mistress. Honours graduate in History. Subsidiary Mathematics desirable. Good experience essential. Salary £240-£270 with board, residence, and laundry. The school is recognized for superannuation. Apply—HEAD MISTRESS.

FOUR MISTRESSES, preferably

experienced, required in September. Degree or Diploma essential. Resident, full Burnham Scale and Pensions. (1) Chemistry, some Mathematics desirable. (2) Singing (class and solo) and Ear Training. (3) Physical Work, Gymnastics or Dancing, first subject, Anstey, Bedford, or Dartford trained. (4) History Specialist. Apply—PRINCIPAL, Penrhôs College, Colwyn Bay.

HIGH SCHOOL FOR GIRLS, ASHFORD, KENT.

Wanted in September, 3 resident Mistresses (Degree essential) to teach—

(a) Mathematics and Botany.

(b) Physics, Chemistry, and Geography, or Elementary Mathematics.

(c) Music and Junior English subjects.

Apply to the PRINCIPALS, stating age, qualifications, experience, and salary.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W. 1,

Invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for the Easter, 1922, Term, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

Modern Languages Mistresses.

MODERN LANGUAGE MISTRESS required in September in important School in the Midlands. Candidate appointed should have had previous experience. Salary offered about £240, non-resident.—No. 21,233.

ASSISTANT MISTRESS required in September to teach French, together with some subsidiary subjects, in important Church of England School within easy reach of London. Salary about £200-£250, non-resident.—No. 21,203.

ASSISTANT MISTRESS after Easter to teach French in important Girls' Boarding School in South-West of England. Salary about £200, resident. Post could be held as a non-res. one, in which case a good salary will be paid.—No. 21,200.

ASSISTANT MISTRESS in September for Girls' Day School in Canada, to teach Middle and Lower French. Salary about £300, resident, together with allowance for passage.—No. 21,155.

ASSISTANT MISTRESS after Easter for large Grammar School in the Midlands to teach French and, if possible, Art. Post non-resident, and salary according to Burnham Scale.—No. 21,147.

ASSISTANT MISTRESS in September in large County School in North Wales to teach French. Honours Graduate essential. Post non-res., and salary according to Burnham Scale.—No. 20,948.

Classics and General Form Mistresses.

CLASSICAL MISTRESS required in September in a high-class Girls' Boarding School in the Home Counties. The candidate appointed should be able to offer some subsidiary subject, preferably Junior English. Salary from £150, res.—No. 21,111.

CLASSICAL MISTRESS in September in important Girls' School in South-West of England. Graduate essential. Salary £150, res.—No. 21,222.

CLASSICAL MISTRESS for large County School in North Wales. Honours Graduate essential. Post non-resident, and salary according to Burnham Scale.—No. 20,947.

CLASSICAL MISTRESS in September for large Girls' School recognized by Board of Education in Home Counties. Graduate essential. Salary £150, resident.—No. 21,229.

CLASSICAL MISTRESS in September in important Church of England Public School in South-West of England. Graduate essential. Salary from £130 resident, rising.—No. 20,821.

THREE ENGLISH MISTRESSES in September in large Girls' School recognized by the Board of Education in the Home Counties. Candidates appointed should hold their degree or its equivalent. Salary offered £150, resident.—No. 21,220.

ASSISTANT MISTRESS in September at important Girls' School in South Wales to teach Latin as subsidiary subject. Honours Graduate essential. Post non-resident, and salary according to the Glamorgan Scale.—No. 21,220.

HISTORY MISTRESS in September at a Girls' High School in the Midlands. Graduate essential. Candidate should be able to offer some subsidiary subject. Post non-resident, and salary according to Burnham Scale.—No. 21,211.

ASSISTANT MISTRESS in September at a large Roman Catholic Convent in South Wales to teach Latin and English. Graduate essential. Post resident, and good salary offered.—No. 21,206.

HEAD MISTRESS for important Girls' Finishing School in Brussels. Candidate appointed must be member of Church of England, with previous experience. Salary offered £200, res.—No. 21,055.

ENGLISH MISTRESS in September in important Girls' Day School in Canada. Candidate appointed should hold her degree or its equivalent. Salary offered £300, non-resident, with allowance for passage.—No. 21,154.

ASSISTANT MISTRESS required in September at an important Private School, recognized by the Board of Education, on the South-West Coast. Her subjects must include good History, Geography, and English. Experience essential. Salary offered, £110 to £130 per annum, resident, according to qualifications and experience.—No. 21,274.

ASSISTANT MISTRESS required in September at an important Public School in the London area, to teach English subjects. Previous experience essential. Salary offered from £120 per annum, resident.—No. 21,252.

ASSISTANT MISTRESS required in September at an important Girls' School in the London area, to teach History, Mathematics, and Latin up to Matriculation Standard. The candidate appointed must be a graduate and a member of the Church of England. Salary offered from £100 per annum, resident, according to qualifications and experience.—No. 21,245.

Mathematical and Science Mistresses.

THREE MISTRESSES required in September at an important Girls' School recognized by the Board of Education in the Home Counties, to teach some of the following subjects:—Mathematics, Botany, Physics, Chemistry, and Geography. Salaries offered about £150, resident.—No. 21,229.

SCIENCE MISTRESS in September at a High School in the Midlands. Graduate essential. Post non-resident, and salary in accordance with Burnham Scale.—No. 21,211.

ASSISTANT MISTRESS in September for important Church of England School within easy reach of London, to teach Geography, together with English or Elementary Mathematics as subsidiary subject. Post non-resident, and salary offered £200-£250 according to qualifications and experience.—No. 21,201.

ASSISTANT MISTRESS either after Easter or in September for important Girls' Boarding School in Home Counties, to teach Botany and Elementary Mathematics. Post resident, and salary according to Burnham Scale.—No. 21,198.

ASSISTANT MISTRESS after Easter at a Girls' Private School in Home Counties, to teach Mathematics and Elementary Science. Salary offered £150-£200, resident, according to qualifications and experience.—No. 21,091.

General Junior Form Mistresses.

ASSISTANT MISTRESS required in September in important Girls' School recognized by the Board of Education in the Home Counties. Candidate appointed should hold Froebel Certificate. Salary £100, resident.—No. 21,230.

ASSISTANT MISTRESS for large Girls' Day School in Canada to undertake work in the Middle and Lower Forms. Salary £270, non-resident, with allowance for passage.—No. 21,156.

ASSISTANT MISTRESS after Easter for Boys' Preparatory School in London Area to teach General Junior Form Subjects, including, if possible, some Drawing. Post non-resident, and salary according to qualifications.—No. 21,118.

Music Mistresses.

SENIOR MUSIC MISTRESS required in September in a Private Girls' School in North of England. Post resident, and good salary according to qualifications and experience.—No. 21,210.

MUSIC MISTRESS for September in high-class Girls' Private School in North of England. Her subjects must include Class Singing, Aural Culture, or Musical Appreciation. Salary about £100, resident.—No. 21,153.

MUSIC MISTRESS after Easter for small Girls' Private School in London Area. Salary offered £70-£80, resident.—No. 21,124.

MUSIC MISTRESS required in September for a Boys' Preparatory School in Scotland. The candidate appointed should be able to play the organ and undertake Choir Training. Salary offered £150 per annum, resident.—No. 21,281.

MUSIC MISTRESS required in September at a high-class Boys' Preparatory School in the North of England. Salary offered, £130 per annum, resident.—No. 21,257.

Gymnastics and Games Mistresses.

PHYSICAL CULTURE MISTRESS required in September for a Church of England School in the South-West of England. The candidate appointed should have been trained either at Dartford or Bedford Physical Training College. It would be a recommendation if her subjects include Swimming or any Form Subject. Salary offered from £100 to £120 per annum, according to qualifications and experience, together with Board and Residence.—No. 21,202.

PHYSICAL CULTURE MISTRESS required in September in a large Convent in the North of England. The post will be a resident one, and salary in accordance with the Burnham Scale.—No. 21,189.

PHYSICAL CULTURE MISTRESS required after Easter at an important Church of England School in the London Area. The candidate appointed must be fully trained and able to teach Drill (British), Games, and Swimming. The post could be held either as a resident or non-resident one, and a good salary will be offered.—No. 21,146.

PHYSICAL CULTURE MISTRESS required in September in an important Girls' Boarding School in the North of England. The candidate appointed must be either a Dartford or Bedford Student. The post will be a resident one and a good salary will be offered.—No. 21,090.

PHYSICAL CULTURE MISTRESS required after Easter or in September for a high-class School in the Home Counties. Chelsea Student preferred. Salary offered from £100 to £150 per annum, resident, according to qualifications and experience.—No. 21,117.

PHYSICAL CULTURE MISTRESS required in September for a Girls' School in Montreal, Canada. The candidate appointed must be able to offer Swedish Drill, Folk Dancing, Rhythmic Movements, organize Girl Guides, and coach all Games and outdoor Sports, including Swimming, Skating, etc. Salary offered 1,250 dollars per annum, non-resident, rising by annual increments of 50 dollars to 1,400 dollars. An allowance for passage will be given.—No. 21,157.

Messrs. GABBITAS, THRING & Co. have also on their Books Vacancies for Matrons, Student Mistresses, Private Governesses, and Foreign Mistresses.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications, and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION, and no Fee of any kind** is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 294.

MAHBUBIA GIRLS' SCHOOL,
Hyderabad, Deccan, India.

PRINCIPAL: MISS HARDIE, M.B.E., M.A.

WANTED in October the following Mistresses:—

1. English Mistress, with qualifications in Logic. Honours degree essential.
2. History Mistress, Honours degree essential.
3. Science Mistress, to teach Physics, Chemistry, elementary Mathematics, and Geography.
4. Kindergarten Mistress (N.F.U.), capable of teaching Drawing up to Senior Cambridge standard.

The above mistresses will be required to take among them as subsidiary subjects, Drill, Hygiene, Domestic Economy, and Games.

Salary (expected to be sanctioned) in case of (1), (2), and (3), Rs. 350-25-500 per mensem plus Rs. 50 Boarding allowance and in case of (4) Rs. 250-25-400 per mensem, plus Rs. 50 boarding allowance.

Allowances (expected to be sanctioned). Furnished quarters, electric light and fans, guards and garden servants, and the use of a motor-car for school purposes.

Passage, second class, London to Bombay; first class Bombay to Hyderabad.

Leave—Four months on half pay in continuation of long vacation, every three years, with return second-class passage to England.

Pension—Rs. 100 per mensem after 10 years' and Rs. 150 after 15 years' service.

The school is a day one for the daughters of Indian nobles.

Pupils are prepared for the Cambridge Local and Madras University Examinations.

The Principal will return to England in May to interview candidates.

The appointments will be for three years, the first year on probation.

Application should be sent immediately to E. A. SEATON, Esq., 7 Clarendon Villas, Oxford.

RESIDENT MISTRESS required in May. Higher N.F.U. preferred. Small high-class school in Surrey, near London; children, 7-12 years. Resident, £90-£130.—Address No. 11,237. *

SCRIPTURE AND LATIN.—MISTRESS wanted to take these subjects for Mistress who is ill. Summer term, but possibly permanently. Girls' Boarding School, 96 pupils. Address—No. 11,243. *

Posts Vacant—continued.

ASSISTANT MISTRESS required in September, in large Private School near London, to teach Science and some other subjects. Address—No. 11,242. *

CITY OF CARDIFF EDUCATION
COMMITTEE.

CANTON MUNICIPAL SECONDARY GIRLS' SCHOOL.

FORM MISTRESS required in September next. Subjects: Arithmetic chiefly, and History in the lower Forms.

Salary Scale: £225 per annum, rising by £15 yearly to £300, and then by £12 10s. yearly to a maximum of £415 per annum. Previous experience up to five years may be taken into consideration when fixing initial salary.

The successful candidate will be required to submit herself for medical examination by the Authority's Medical Examiner of Teachers at Cardiff before commencing duties.

Application forms, obtainable from the undersigned, must be returned as soon as possible.

JOHN J. JACKSON,
Director of Education.

City Hall, Cardiff.

GIRLS' SCHOOL COMPANY, LTD.
ST. BRIDE'S SCHOOL, HELENS-
BURGH, DUMBARTONSHIRE.

Experienced **SENIOR MUSIC MISTRESS** required in September to teach Piano and Class-Singing in Middle and Upper Schools. Modern methods. Salary, non-resident, £250 to £300, according to qualifications and experience. Allowance given on long-distance railway fares at holiday times.—Apply to the **HEAD MISTRESS**.

.....
Posts Wanted.
.....

EXPERIENCED FRENCH MISTRESS (36), disengaged. First-class Honours L.L.A. French. Well recommended. HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

GIRTONIAN. Nat. Sci. Tripos, with good Secondary School experience, will undertake Botany teaching one or two days a week. Surrey or South London preferred. Address—No. 11,244. *

Posts Wanted.—continued.

GAMES, DANCING, SWEDISH GYMNASTICS.—For trained and certified teachers having had experience, apply to THE SECRETARY, Association of Past Students, Physical Training College, Liverpool.

WANTED, in September, post as Vice-Principal or Working Partner with view to succession in good high-class Girls' School. Stated Salary. A.R.C.M. Registered. Experienced. Ear training, modern methods. French, German, Arithmetic, Elementary Botany, &c. London or South-East Counties preferred. Miss BURGESS, Westward Ho, Frinton-on-Sea.

POST WANTED as Matron in large Girls' School or College (no housekeeping) by fully trained nurse. 6 years' Sister's duties in large Country Hospital. Age 41. South England preferred. Address—Miss HODY, Brewery House, Weyhill, nr. Andover, Hants.

YOUNG LADY, with Italian and French parents, knowing music, pianoforte and singing; desires to teach in a College or family. Address—ATTILIA RIZZO, Via Saluzzo 5, Turin, Italy.

AS ASSISTANT MATRON, HOUSEMISTRESS OR LADY HOUSE-KEEPER (West of England preferred). Diplomas Cookery, Laundry, Housewifery, Needlework. Two years' experience Domestic Science Teacher. HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

CERTIFICATED REGISTERED ASSISTANT MISTRESS seeks daily post in London. Prepares successfully for University Locals. Long experience in schools recognized by Board of Education. Excellent testimonials.—HOWARD, 34 Doughty Street, W.C. 1.

FRENCH LADY desires post for September in Secondary School. Good teaching experience in large Secondary School. Modern methods.—Mlle. AUDIO, 4 Saville Place, Newcastle-on-Tyne.

WANTED TO PURCHASE. BOYS' and GIRLS' SCHOOLS in all parts of the Country. None but *bona-fide* Purchasers introduced. Ladies and Gentlemen wishing to dispose of their Schools should write with full particulars to

GENERAL MANAGER,
Scholastic, Clerical, and Medical Association, Limited, 12 Stratford Place, Oxford Street, W. 1.

* Replies to these advertisements should be addressed "No.—, c/o Mr. William Rice, Three Ludgate Broadway, E.C. 4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

.....
SUBSCRIPTION ORDER FORM.
.....

To Mr. WILLIAM RICE, THREE LUDGATE BROADWAY, LONDON, E.C. 4, ENGLAND.

Please send

"THE JOURNAL OF EDUCATION and SCHOOL WORLD"

post free to

(Insert Title, Mr., Mrs., Miss, Rev., &c.)

*Subscription to commence

Remittance, value **10/-**, is enclosed to pay in advance for One Year.

This form may be sent through any Bookseller or Newsagent, or direct to the Publisher, if so preferred.

*Subscriptions may commence at any time.

PHYSICAL TRAINING, REMEDIAL GYMNASTICS, &c.

ANSTEY

PHYSICAL TRAINING COLLEGE, ERDINGTON, BIRMINGHAM

(SWEDISH SYSTEM),

offers complete Teacher's Training in Swedish Educational Gymnastics, Medical Gymnastics and Massage, Dancing, Hockey, Lacrosse, Cricket, Tennis, Net Ball, Swimming, Anatomy, Hygiene, Physiology, &c.

THREE YEARS' COURSE.

Good Appointments after Training.
For Prospectus apply—The Secretary.

BRISTOL

PHYSICAL TRAINING COLLEGE,

30 APSLEY ROAD, CLIFTON,

BRISTOL.

TRAINING in Swedish Gymnastics, Tennis, Hockey, Cricket under a County player. Swimming, Massage and Remedial Gymnastics under a certificated Masseuse. Anatomy, Physiology, Hygiene.

Dancing, Ballroom and Ballet, Dalcroze Eurhythmics.

Students prepared for the advanced certificate of the English Folk Dance Society.

Residential fees on application to—
The Principal, Miss JENNINGS.

BEDFORD PHYSICAL TRAINING COLLEGE.

LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD.

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over three years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology, and Hygiene, Dancing, Lacrosse, Lawn Tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer. Fees: £165 per annum.

For Prospectus apply—SECRETARY, 37 Lansdowne Road, Bedford.

CHELSEA

COLLEGE OF PHYSICAL EDUCATION FOR WOMEN.

(SWEDISH SYSTEM.)

Three Years' Diploma Course of University Standard. The training afforded to students at this College enables them to secure appointments of the Highest Standard. Students are admitted in September only, and at present applications should be made twelve months in advance.

Apply for Prospectus to Miss DORETTE WILKIE (Room 85), S.W. Polytechnic Institute, Chelsea, London, S.W. 3. Tel.: Kensington 899.

LIVERPOOL PHYSICAL TRAINING COLLEGE.

(SWEDISH SYSTEM.)

JUNIOR COLLEGE

(House in 17 acres at Aigburth)
for the first part of the course, where games and educational gymnastics, sports, &c., are the chief subjects.

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No. 634.

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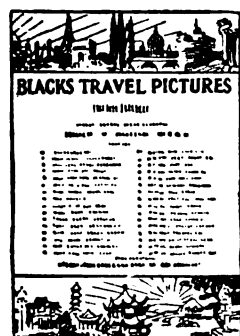
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REVIEWS AND MINOR NOTICES.

MODERN DEVELOPMENTS IN SCHOOL METHODS.

The Dalton Laboratory Plan. By EVELYN DEWEY. (4s. 6d. net. Dent, London and Toronto; Dutton, New York.)

The appearance of a new plan or method or theory in education is not a peculiarity of the present time, though our own generation is certainly doing its best not to remain undistinguished in this respect. Any one whose recollections extend backwards for thirty or forty years can think of one "method" after another which has held the field of interest among progressive teachers, has apparently vanished from that field, but has demonstrably left its mark upon our schools. As to the reception of such novelties, there always were and there always will be two extremes, that of uncritical agreement by a few hungerers after some new thing, and that of uncritical rejection by a host of those who desire no new thing. We cannot recall any new plan or discovery in teaching which did not aim at remedying some mischievous weakness in the existing system. The trouble has usually been that the remedy has either been neglected, or has in some quarters been applied so indiscriminately as to produce a new complaint.

The old-time school master dealt with each pupil as an individual. Then came the era of big schools and big classes, and along with it what we call the oral lesson, and what the Americans call the recitation, involving a new technique, and requiring peculiar qualifications in the successful teacher. But the really successful practitioner of this art has always perceived with disquietude the weakness of his performances. He has in fact become less and less of a teacher and more and more of a preacher, and the individual pupil has tended to become lost in a crowd of thirty or forty or fifty or even sixty. This admitted evil has, of course, been most obvious in the case of subjects which readily lend themselves to preaching, such as history, literature, and popular science; and it has been at its height in schools where the classes are so large as to preclude the possibility of adequately supervised written work.

From this evil the "Dalton plan," taking its name after a town in New England, is designed to rescue the school system. In the volume before us Miss Dewey, who, if we may say so, worthily bears an honoured name, has described the principles and practice of the plan, and has shown how it has been tried at the Dalton High School, at a small private school in New York, and, nearer home for us, at the Streatham County Secondary School for Girls. Miss Dewey is no hot gospeller, but has wisely limited herself to a sympathetic exposition of the strength of the plan, without ignoring the weak points which have so far been revealed.

The chapter entitled "Opinions of Teachers and Pupils" is valuable and timely. We are inclined to think that one of the pupils hits the nail on the head when she says, "Subjects and teachers make a great difference." Especially in subjects in which "chalk and talk" are now the order of the day, the Dalton plan, with its assignments of definite individual work, and its substitution of the laboratory ideal for that of the talking shop, comes as an apt, indeed almost a stern, reminder that our present methods need revision.

On the other hand, we believe that the oral lesson will always remain as a source of inspiration, except where the teacher, through lack of natural aptitude or lack of training, is inarticulate. Indeed, the vice of all these new "plans" is that they tend to ignore the greatest factor of all, the teacher's personality, and to suggest that a certain method of teaching or of organization will, if adopted, prove a panacea for our educational woes. In his anxiety for the pupil's individuality, the reformer is apt to forget the teacher's individuality. But it is fair to say that Miss Dewey does not make this mistake. She intends her book as "an exchange of information between

teachers," and all she asks is that a plan of organization "which has appealed to many schools as a better way" should meet with open-minded consideration. We hope it will meet with such consideration, but we hope also that no head of a school will be unwise enough to force this or any other plan upon an unwilling teacher. The freedom of the individual teacher is far too precious an asset to be sacrificed to any scheme of organization.

GROWTH OF THE BRITISH EMPIRE.

A Short History of British Expansion. By J. A. WILLIAMSON. (25s. net. Macmillan.)

Six years ago Mr. J. A. Williamson published a small text-book entitled "The Foundation and Growth of the British Empire." It was on its appearance, and it still remains, one of the best introductory sketches of the expansion of England which it is possible to conceive. It combines in a quite remarkable degree lucidity of arrangement, proportion of parts, distinction of style, and attractiveness of presentation. More than most handbooks it has well deserved the wide vogue which it has attained.

The popularity of this prefatory survey has encouraged Mr. Williamson to pursue more deeply and more widely his study of the development of Britain's overseas empire, and he has embodied the results of extensive and fruitful researches in the present "Short History." The term "short" is a relative term. When one considers the magnitude and complexity of the phenomena with which the author deals, the work appears to be a marvel of brevity and condensation.

Mr. Williamson has wisely adhered to the admirable plan on which his earlier book was framed. In Part I he deals with the medieval antecedents of the Empire, that is to say, with the growth of English sea-power and with the development of those great merchant companies, such as the Staplers and the Adventurers, which first carried island influence beyond the English shores. In Part II he treats in a fascinating manner of those Tudor experiments in oceanic enterprise whose records never grow stale with repetition. To the familiar outline, however, he is able to add a mass of new and illuminating detail, derived mainly from the numerous monographs which have been published during the last twenty years, as the result of Record Office researches. Part III covers the Stuart Period proper, A.D. 1603-1688, and describes the foundation of the Mercantile Empire, primarily by the process of peaceful commercial activity. In this section Mr. Williamson's narrative becomes fuller than in the earlier sections, and he presents invaluable summaries of what is known respecting the establishment of North American Colonies, West Indian plantations, and East Indian factories. Part IV tells the story of the era of the great wars, A.D. 1688-1815, describing on the one hand the loss of the thirteen trans-Atlantic dependencies, but on the other hand the founding of a new dominion, embodying non-mercantile principles, in Canada, Australasia, South Africa, and India. Part V discusses the still unfinished story of expansion and consolidation of the Empire since A.D. 1815.

It is safe to say that this masterly work, with its dignity of style, sobriety of judgment, and wealth of information, will prove of inestimable service both to students in our Colleges and Universities, and to statesmen and others engaged in practical affairs. For not only is it a storehouse of knowledge in itself; it also supplies in footnotes and frequent bibliographies expert guidance as to the best authorities available for further reading. Nor must we omit to mention its twenty-one maps—eight coloured and thirteen plain—specially drawn in Mr. Emery Walker's inimitable style.

ESSENTIALS OF PSYCHOLOGY.

Psychology: A Study of Mental Life. By Prof. R. S. WOODWORTH. (8s. 6d. net. Methuen.)

We have here a solid work on a subject that is so rapidly changing that it is difficult to keep up with it. Books of

this kind are therefore needed at regular intervals. Prof. Woodworth has brought his facts well up to date, but he has not overturned all the recognized arrangements. If we turn to many of the new psychologies we find a new set of chapter headings from what we have been accustomed to. Miss Brierley's *Introduction*, for example, has almost none of the old familiar headings. The book before us has them all, with certain additions. No doubt the order is somewhat different. We find, for example, the important chapter on *Perception* far on in the book—seventeenth in the rank in fact—instead of in its old place very near the beginning.

The book is meant for students, but not necessarily students of education. This explains the totally different outlook from that of Starch's recent book. But the teacher will find here practically all that is necessary for his purpose, and there may be a certain advantage in sharing in the general point of view, as a rest from the more professional one to which he has become accustomed. Prof. Woodworth takes a broad human view of things, and does not care to enter too minutely into those irritating squabbles about terms that form so prominent a part of the contents of many books on this subject. Let the dictionary see to that, is practically his answer all the way through, when questions of terms arise, though he specifically makes this recommendation in connexion with different meanings of *will*. So in dealing with the emotions he is content to expound what is essential in the Lange-James theory, without wasting time in the mere wrangling about the terms used.

Now and again one would like Prof. Woodworth to go a little more deeply into certain matters which he dismisses somewhat airily. For example, when he has accepted the position that acquired characteristics are not carried on by heredity, he contents himself with the statement that instincts are not ancestral habits, but gives no suggestion of an explanation of how instincts in that case ever came into existence. Still, we cannot but admit that it is not his business to explain origins, and that as he says "the psychologist should take instinctive behaviour as he finds it." The book is well illustrated, and is provided with series of questions at the ends of the chapters, as well as with useful lists for further reading. It is furnished with a good index.

ART.

Drawing for Art Students and Illustrators. By A. W. SEABY. (12s. net. Batsford.)

The lucidity of this book and the unmistakably practical character of its instruction, combined as it is with due regard to the æsthetic commitments of the draughtsman whenever pencil or charcoal is put to paper, make it a book we can thoroughly recommend to the art students and illustrators for whom it is intended. The author treats of drawing as a serious *study*, as an art to be searched for rather than picked up, and warns the student that technical power is not a mere sleight-of-hand to be learned as a series of "tips" in a short course of correspondence teaching. He insists on that most important point, the necessity for "concentrated intellectual vision" in the early stages of a drawing, and he also sounds a wholesome note of warning on the danger of the jargon of the specialist, and the necessity for agreement between teacher and pupil as to the meaning of terms—for example, that ambiguous word "construction." It is good to read an acknowledgment of the value of the "practical art teaching" contained in Ruskin's "Modern Painters." Ruskin's work as a *practical* teacher has been too little appreciated by many of the men who indirectly owe so much to his influence. The book contains a well chosen series of over seventy illustrations, including reproductions of drawings by the old masters, and for these as for the text we have nothing but praise.

CLASSICS

The Pervigilium Veneris in Quatrains. By J. A. FORT. (3s. 6d. net. Oxford University Press.)

Mr. Mackail, who contributes a short preface to this reconstruction of one of the most beautiful poems in the Latin language, says, "Lovers of poetry, no less than scholars, may be grateful for it," and we thoroughly agree with him. In arranging the poem in quatrains with the famous refrain, *Cras amet qui nunquam amavit, quique amavit cras amet*, recurring at intervals,

Mr. Fort is following out a suggestion which Mr. Mackail himself made some thirty years ago, but the internal evidence which justifies such an arrangement is here for the first time set out at length. As to authorship, Mr. Fort attributes the poem—and most students who read his arguments will agree—either to Tiberianus or to some wholly forgotten poet. There are notes which discuss textual difficulties, and an appendix containing fragments of Latin trochaic verse from Florus to Prudentius.

Macmillan's Elementary Classics.—*Noctes Latinae Alterae*. By WALTER MADELEY. (2s.)

Those whose duty it is to teach Latin to small boys will be well advised to get this unpretentious but delightful little volume. It contains seven stories, based upon classical authorities, which cannot fail to interest lower and middle forms far more than the conventional Caesar or Eutropius. Two of them—adapted from Apuleius—are quite thrilling, and Mr. Madeley will no doubt be thanked by many a small boy whose good fortune it is to have his Latin lessons enlivened by them.

The Odyssey, rendered into English Prose for the use of those who cannot read the original. Second Edition, corrected and re-set. By SAMUEL BUTLER. (7s. 6d. net. Cape.)

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Although during his lifetime Butler was rather offended at the slight notice which Greek scholars afforded his views, we cannot here repair the omission by producing arguments to prove that Nausicaa did not write the *Odyssey*, and that it was not written at Trapani. It may be difficult to prove that Ophelia did not write *Hamlet*, or that it was not written in Iceland, and yet we don't believe it! But, of course, the interest of Butler's work lies not in its value as a contribution to the Homeric question, but in the verve and naivety of his outlook. Whatever he may have intended it for, it is not for the Greek scholar but for the general reader, and as both "The Authoress of the *Odyssey*" and the translation have been out of print, and rather scarce books for some time, the general reader will be most grateful for these new editions, and the Butler lover will be glad that they are re-issued in volumes of the same size as the rest of Butler's works. The publisher deserves a word of congratulation upon the neat appearance of their black bindings with white labels.

Κῆρυμα ἐς δεῖ. Selected by A. L. IRVINE. (3s. 6d. net. Curtis.)

This little volume is well worthy of its title. It contains twenty-seven Latin pieces and seventeen Greek, and all of them are gems of literature. Whether used as a school-book for "repetition" or as a *vade mecum* for the classical scholar, it should be equally delightful. The pieces are printed with translation *en face*, so it may also bring joy to those whose classics are a little rusty. The print is good and the binding strong.

The Odyssey of Homer. Translated by G. H. PALMER. (6s. Constable.)

We strongly recommend this new edition of Mr. Palmer's translation of the "Odyssey" to all who are not already acquainted with it. His rhythmic prose seems to us to reproduce more of the strength and freshness of Homer than do most verse translations.

The Manuale Scholarium. Translated from the Latin by Prof. R. F. SEYBOLT. (10s. 6d. net. Milford.)

This once well-known book of students' Latin dialogues first appeared in 1481, and for two centuries was a popular text-book. Dr. Hastings Rashdall has described it as "intended apparently in part as a repertoire of the Latinity which a scholar would require for conversational purposes at the University." Dr. Seybolt, the translator and editor of this book remarks that modern interest has been chiefly shown in the "Manuale" on account of its description of the freshman ceremony of initiation. But it contains other interesting details, e.g. particulars of courses of study, methods of instruction, requirements for degrees and daily life in lodgings. Dr. Seybolt has introduced deliberately into his translation modern students' slang and colloquialism to represent the bad Latin and "etymological vagaries" of the original. He has added illustrative quotations from early university Statutes of Erfurt, Heidelberg, and Leipzig. There is also a good bibliography. Altogether this is a very usefully prepared document in the history of education. We confess we should have liked to find the Latin text side by side with the English.

ECONOMICS.

The Development of Economics, 1750-1900. By O. FRED BOUCKE. (12s. net. 348 pages. Macmillan.)

Teachers and students who are looking for a useful guide to the history of economic theory will find in Prof. Boucke's book an admirable presentation of the subject. Prof. Boucke has the rare quality of combining interest and clearness. His method is to deal not with writers, but with movements, and of these he has mapped out four. The first he calls Naturalism, and this comprises the Physiocrats; the second, Utilitarianism; the third, Historism; and the last, Marginism. In each case Prof. Boucke traces the gradual growth of the particular school of thought, and shows what place it occupies in the general thought of the period in which it flourished. The reader will find, for example, an exceedingly helpful chapter on the genesis of the Physiocrats and of Adam Smith's attitude to economic problems, illustrated by actual quotations from writers. This is a feature of the book as a whole, and it must be said that the extracts have been chosen with discernment. Perhaps one of the best sections in the volume is the treatment of Marx and of socialist economic theory. It is mainly descriptive, showing the elements in the Marxian point of view, how much there is in them of Marx and how much of his predecessors. Prof. Boucke has written one of the most useful books that have recently appeared among publications on economic topics, and teachers and students should not delay in making themselves acquainted with it. They will find in its pages a thoughtful and original presentation of the history of economic thought from Quesnay to Davenport.

Problems and Exercises to accompany Clay's Economics for the General Reader and Ely's Outlines of Economics. By H. GORDON HAYES. (2s. 6d. net. 67 pages. Macmillan.)

Clay's and Ely's books on economics have firmly established themselves as introductory treatises of the greatest usefulness to students, though while Clay is well known in this country and in the United States, Ely is intended mainly for students in the latter country. It was a happy thought on the part of Prof. Hayes, of the Ohio State University, to prepare a series of tests on the subject matter of both the books. His little volume contains 408 questions, which should prove very helpful to teachers of economics.

EDUCATION.

Report of the Tenth Annual Conference of Educational Associations held at the University College, London, 1922. (5s. 6d. Conference Committee.)

The Report of the Conference of Educational Associations will naturally have a peculiar interest for all those who took part, whether as speakers or as listeners. But there must be a large number of other persons, teachers and parents, who were unable to be present, and would value a fuller and more compact account of the proceedings than was provided by the newspapers. For their information we may state that many of the most important addresses are printed in full, and that where summaries are given, they are usually full enough to be quite intelligible. Indeed some of the latter, including the synopses of Prof. Adams's four lectures to the College of Preceptors, are so good as to make one wish that the method of summary had been more widely adopted. In that case the price of the report might have been considerably less than the unpopular figure quoted above. We may add that we regard the interest of the report as much more than ephemeral. Years hence it will stand as a pretty comprehensive record, more readable than a formal treatise, of what was being thought and said by educational leaders in these days of mingled hopefulness and gloom. The hopeful side is represented by the activities of a numerous array of educational societies. The gloomy side is represented by Mr. C. F. G. Masterman's caustic but timely remarks on the Geddes report.

Letters on Education. By E. LYTTTELTON. (5s. net. Cambridge University Press.)

Dr. Lyttelton here falls back on a variant of the Socratic method and supplies us with a diagraph instead of a dialogue. The correspondents are two friends, one of whom is a wise old bachelor apparently of academic standing, the other a successful business man with three children ranging from eleven to eight. Henry, the parent, is in the position of disciple; James, the academic, in the place of master. Dr. Lyttelton does his best to make the correspondence live. All manner of variations of beginnings and endings are introduced. Even an occasional post card is interpolated, but somehow the dough will not rise: the correspondence will not come to life. The book is artistically a failure. On the other hand the subject matter is exceedingly

good, the tone everything that could be desired. It is true that there is not enough about education as such, and perhaps too much about religion in view of the title of the book. But nothing could be more important than the theme that forms the real subject—the Christian faith and its claims to dominate our social life. Written as they were supposed to be towards the end of the Great War, the letters practically deal with the problem of reconstruction, though Dr. Lyttelton does not like that term, and reminds us that "Christ never said, 'Mend the world,' but He did say, 'Teach it.'" It is in this spirit that the book is written, and it is in this spirit it should be read.

The Groundwork of Social Reconstruction. By WILLIAM GLOVER. (2s. 6d. net. Cambridge University Press.)

Mr. Glover has a rare gift for writing on a difficult subject in a manner which is popular in the best sense of the word. There is no playing to the gallery, and no shirking of difficulties inherent in the questions discussed. He has read widely and thought clearly, and his literary manner is as lucid as one could wish. If his former publication, "Know Your Own Mind" may be said to have had reference to the teacher's methods, the present one, "The Groundwork of Social Reconstruction," may be said to refer to the teacher's aims. Not to the teacher's only, however, but to the social reformer's generally. After explaining the need of preliminary studies, Mr. Glover devotes three chapters to showing what may be expected of social science, economics, and ethics respectively. Ethical aspects are then studied in somewhat greater detail under the heads of egoism, prudentialism, and idealism. The last chapter, on religion, is of special interest in these unrestful times. But the whole book is so marked by width of outlook and clarity of judgment that we have no hesitation in commending it to our readers' attention.

The Teaching of Handwriting. By PROF. F. N. FREEMAN. (5s. net. Harrap.)

"It is with unusual confidence," says the editor in his introduction, "that this volume on the psychology, physiology, hygiene, and pedagogy of handwriting is offered to the teaching profession." Even the most old-fashioned of teachers is bound to acknowledge that there is at any rate a hygiene of handwriting, i.e. that the posture of the learner matters a great deal in the long run. But if we are to have a science of education, there is evidently room for a more refined analysis of what is involved in handwriting than is involved in the rough-and-ready methods traditionally employed. Such an analysis, with its practical implications, is here provided. As the writer has aimed at completeness, not all that he says is equally new or equally important. The experienced teacher will turn with special interest to the discussion of the best type of movement for children in the "intermediate grades" (ages nine to eleven) when writing "with the arm as a whole," proper to younger children, is abandoned. Teachers in our elementary schools, and those responsible for their training, should take note of Mr. Freeman's thoroughgoing treatment of the whole subject. This branch of experimental pedagogy has hitherto received much less attention in England than in America.

Eugenics and other Evils. By G. K. CHESTERTON. (6s. net. Cassell.)

Mr. Chesterton's lively attack on Eugenics illustrates that most familiar feature of political and religious controversy, that we usually decide on non-rational or only partly rational grounds which side we shall espouse, and then proceed to marshal our arguments. It is obvious that Mr. Chesterton's whole soul revolts against the stud-farm theory of breeding human beings. And since the rather important little fact of ideal love enters more or less into human relationships, there is naturally a very great deal to be said against cold-blooded scientific Eugenics, and Mr. Chesterton says it with all his accustomed vigour and epigrammatic incisiveness. The merest tyro in the subject can see that his opponents can often score off him for his gay and irresponsible inaccuracies. And any sober-minded reader will have grave doubts when he perceives that in carrying war into the enemy's camp Mr. Chesterton goes the length of practically affirming that even defectives and imbeciles should be permitted to be fruitful and multiply. Still, it is important that both sides in this controversy should be heard to the fullest extent, and we are glad that Mr. Chesterton overcame his hesitation to issue his thunderous counterblast. He really makes no profession of having mastered the Eugenic case in detail, but, as we should have expected, bases himself upon the broad facts of elemental human nature. "Eugenics and Other Evils" is certainly a book to be read, and not least by teachers.

ENGLISH.

Preliminary English. By F. J. RAHTZ. (2s. 3d. Methuen.)

The forerunners of this book, "Higher English" and "Junior English" having proved their utility and reached their fourteenth and nineteenth editions respectively, their author was well-advised to issue a Preliminary course destined for younger pupils in secondary and private schools. A set of passages from standard writers, twenty-two in all, varying widely both in style and matter, but every one complete and worth reading in itself, with exercises in grammar and composition directly based upon each, still constitutes something of a novelty as an English course. In addition to those based on the text, there are more general exercises added to each chapter, so that by the time the book is ended the pupil will have worked through a well-planned scheme of the essentials of grammar and composition, and have gained some notion of derivation. One can safely say that this is a text-book which will be appreciated by the experienced teacher and with which the novice cannot go far wrong.

Forty Thousand Quotations, Prose and Verse. Compiled by C. N. DOUGLAS. (30s. net. Cape.)

This compilation is a revision of "Forty Thousand Sublime and Beautiful Thoughts." In point of number the collection is, we think, equal to Day's "Collaçon," and beats Dalbiac and Harbottle's volumes hollow, for these contain only some twenty thousand items. The superiority in point of quality, however, is more doubtful. Mr. Douglas's collection, though published in England, is of American origin, and American authors—not all of them of the first rank—occupy a somewhat disproportionate space. Some American institutions, too, such as Arbor Day, Independence Day, Lincoln's Birthday, loom very large. Another noticeable, but very agreeable, feature of the work is that the "quotations" are sometimes short extracts occupying half a column or more. An index of authors would have been much more useful than the index of subjects given at the end, for, as the items in the latter are in the same order as in the body of the work, it is not of special value. Thin paper is used in the volume, which is of very convenient size.

The Legacy of Greece. Edited by R. W. LIVINGSTONE. (7s. 6d. net. Clarendon Press.)

This volume is a splendid and triumphant vindication of the value of Ancient Greece to the world. Whether or not the study of the Greek language can maintain itself in schools and colleges, there can be no doubt of the vital importance of keeping before the minds of modern men the wealth of the legacy which has come to them from Athens the old. This book is admirably fitted to convey the required information and to make the necessary impression. It is a composite work of eleven capable scholars. After an introductory general sketch by Professor Gilbert Murray, it deals *seriatim* with Religion, Philosophy, Mathematics and Astronomy, Natural Science, Biology, Medicine, Literature, History, Politics, Art, Architecture. Few similar collections of essays published in recent times show a more complete unity or manifest so high a uniformity of excellence. Mr. Livingstone is to be congratulated on a fine piece of organization and editing.

GEOGRAPHY.

Historico-Geographical Monographs: The Historical Geography of the Wealden Iron Industry. By M. C. DELANY. (4s. 6d. net. Benn.)

The idea of publishing a series of research monographs giving the results of new and fresh works of an historical and geographical nature is a particularly happy one, and the editor of the series could not have chosen a more appropriate subject than this for the first volume. Geologically and geographically the Wealden area is carefully studied in many schools, but the past economic importance of the iron industry is usually dismissed in a few sentences. Here, however, the author gives us much interesting information as to the history of the industry, the distribution of forges and furnaces at various periods, and the reasons for the decline of the iron manufacture in the Weald. At the end of the text are three useful maps and a list of books for further reference.

Philips' Contour Map of Central Europe. Size 52 in. by 42 in. Mounted on cloth, dissected to fold in case. (27s. 6d.)

This map (scale 1 : 1,500,000) effectively coloured for highland and lowland, has Strasbourg as its central point. The new boundaries of Central Europe are indicated, the chief railways are marked with red lines and the names of important towns are clearly printed. The general reader as well as the student will find this map most useful for purposes of reference.

HISTORY.

The Story of the English Towns : (a) The City of London. By P. H. DITCHFIELD. (b) *Hastings.* By L. F. SALZMAN. (4s. net. S.P.C.K.)

These two volumes of the delightful S.P.C.K. Series on English towns have been brought to the same size, viz. exactly 126 pages each, by the opposite processes of extreme expansion in the one case and extreme compression in the other. Hastings was prominent as chief of the Cinque Ports in Norman times, and it became prominent in the nineteenth century as a fashionable watering-place. But except at those two periods its history was almost a blank, and it has taken Mr. Salzman all his skill to make his information spread out. He is, however, a clever and experienced writer, and he has performed his difficult task extraordinarily well. His joy is in the Middle Ages and on the Cinque Ports he has enlarged to profit. Mr. Ditchfield's trouble has been to condense into narrow compass the immense and unbroken mass of material which exists for the history of London from pre-Roman days down to the present. The fulness of his knowledge has enabled him to pick out essentials and to leave matters of minor moment. Hence he here presents an admirable introductory sketch of the City, and one which is sure to lure many readers to consult the list of larger authorities which he gives at the close of his fascinating narrative.

A Short History of the Irish People from the Earliest Times to 1920. By Prof. MARY HAYDEN and G. A. MOONAN. (20s. net. Longmans.)

There has long been a crying need for a good general history of Ireland. Existing accounts are for the most part marred either by ignorance or passion. Such scholarly and impartial studies as exist deal in elaborate detail with special topics and limited periods. The present volume to some extent supplies the need. It is well-informed, excellent in proportion, and within its scope complete. The one thing lacking is the spirit of scientific calm. It is written from "a frankly national standpoint," and from this standpoint it is impossible to see that a very strong case can be made out for English behaviour at almost every crisis in the long and troubled history of the Emerald Island. Probably, however, no one living at the present time in either England or Ireland is capable of writing Irish history dispassionately, and considering the fact that it has been written in Dublin during the years of conflict which culminated in 1920, it is surprising not that so much but that so little of the fury of Anglophobia should be present.

A Constructive Note book of English History. By E. H. DANCE. 7½ in. by 5 in. (3s. 6d. net. Basil Blackwell.)

This book supplies a valuable adjunct in the study of history in the senior forms of secondary schools. No one nowadays ascribes much educational value to the mere dictation of notes to one's class; and yet it must be admitted that few boys of fifteen or sixteen succeed in making useful notes for themselves. Mr. Dance provides the framework for a notebook: he indicates the important points in connexion with each topic, gives clear references to standard historical works (encouraging thus a wide range of reading), and provides blank pages, so that the student is carefully guided to construct his own notebook. The ground of English history is well covered, though it would have been an advantage to include more biographies of leading statesmen. An unfortunate misprint that occurs in the preface is likely to start a reader on a search for others further on.

MATHEMATICS.

A Short Algebra. By H. P. SPARLING. (2s. 4d. Bell.)

The preface states that "this text-book contains examples on the various stages of School Algebra whose knowledge is required in Physics, Trigonometry, and the Calculus." It is not a text-book, for it contains little but examples, instruction being left almost entirely to the teacher. Nevertheless it is probable that in capable hands it will fulfil a very useful function. Great prominence is given, and rightly so, to the formation, transformation, and evaluation of formulae, and, in fact, the section dealing with this subject forms the backbone of the book. We also like the sections on graphs and variation. They should help boys to acquire correct ideas regarding the meaning of functionality. It is a small book, but worth having.

The Teaching of Arithmetic in Theory and Practice, Including the Beginnings of Algebra and Geometry. By M. STORR. (3s. 6d. net. Sidgwick & Jackson.)

This is a book from which teachers in elementary schools may derive some useful hints. It possesses the merit of comparative brevity, it is not weighed down with psychological theory,

and there is a pleasing absence of the jargon which renders so much of the writing by professional educationists repulsive to the ordinary reader. Alternative methods of teaching the various arithmetical processes are very fairly discussed, and though we do not always agree with the author's preferences, his opinions are based on experience and merit respect.

Mathematics for Students of Agriculture. By Prof. S. E. RASOR. (16s. net. Macmillan.)

This is interesting as indicating the extent of the scientific equipment which agriculturists in the States and Canada now find it needful to possess. The course contains Algebra, Geometry, Trigonometry, Mensuration, and Elementary Mechanics. Its aim is not to turn the farmer into a mathematician, but to give him a knowledge of such mathematics as will assist him directly in his work, by the substitution of the economical processes of exact calculation for rule of thumb or trial and error. On the whole the matter included bears more or less directly on the farmer's business, but we wonder for what purpose he requires to know the volume of an ellipsoid.

MISCELLANEOUS.

Ancient Tales from Many Lands. By R. M. Fleming. (10s. 6d. net. Benn.)

Some years ago, in a lecture, Sir Harry Johnston urged the necessity of introducing into our schools a study of Ethnology; but, in spite of its prospective value, an additional subject seemed then an impossible weight to add to the already overburdened teacher. From Miss Fleming's fascinating work, however, one sees how much might be taught incidentally, illuminating not only the Geography and History, but Scripture, Art, and even Literature lessons, and preparing the child's mind unconsciously for the reception of the idea of the essential unity of peoples, in spite of their surface diversities, and helping forward that ideal of tolerance and understanding of other races which should be a perpetual aim in all education. The most valuable portions of the book are the concluding chapters, in which the author expounds with understanding and enthusiasm the uses to which folk-lore can be put in the teaching of History and Geography, and gives a long list of further suggestions for tales not given in this volume. Such a work enlarges the horizon of possibilities of the ordinary teacher, who has usually little leisure for a survey of the region lying round the subject in which he is daily engrossed.

The Chronicles of Dawnhope. By G. F. BRADY. (7s. 6d. Heinemann.)

The sub-title of this book, "The Story of an up-to-date Public School," will suggest to the intelligent reader the nature of its contents. The great Dr. Tregarra, a heaven-born educational reformer, happily nicknamed "Gas-bags" by his pupils, takes over a derelict grammar school and founds there a community of masters and boys (one ought not to call it a school) in accordance with the very latest theories. His prospectuses begin with the phrase which during recent years has done such splendid service, "The War has taught us." One of his staff converts him to Psycho-analysis and the very latest theory of dream-interpretation, and the exploitation of this weakness by a smart young rogue is a capital joke. Freud and his disciples certainly offer a magnificent target for the humorist. But the fun is most fast and furious when the scheme for governing the school by an elected committee is put forward. There is much other very excellent fooling.

The Year-Book of the Universities of The Empire, 1922. Edited by W. H. DAWSON. (7s. 6d. Bell.)

This valuable Year-Book in its new issue has been enlarged by more than eighty pages. The historical summary has been written afresh and at greater length. Some additions have been made to the list of academics, notably under "India," where the Universities of Aligarh (Muslim), Lucknow, Osmania (Hyderabad), and Rangoon, recent foundations, now for the first time, appear. In the Appendices are printed the Provisional Regulations that govern the granting of commissions in His Majesty's forces to university candidates. The attractiveness of the universities and university colleges in the United Kingdom to students from overseas is exhibited, in a special section, by some striking figures; from Africa there came 1,187, from America 781, from Asia 1,576, from Europe 645, from the Pacific 281, or in all 4,470. Those who may think of entering themselves at some English university will find the conditions of admission clearly stated in Appendix xxiii. of this book. The account of foreign universities given in a later Appendix, fuller than that supplied last year, is still incomplete, and "pending the resumption of more normal international relations,

universities of the late enemy countries have not yet been included." As to the United States, the term "university" is used there with ill controlled freedom, and a Chicago correspondence college which bestows its own degrees has lately been offering them in England—to the regret of genuine American graduates—under the style of the "Lincoln-Jefferson University." Such as wish to defend themselves against bogus American degrees and pinchbeck graduates will find serviceable information in the Year-Book (pp. 600 ff) where a catalogue of institutions approved by the Association of American Universities is drawn up. Indeed, the whole work is of the sort indispensable in the academic world.

MODERN LANGUAGES.

Cambridge Guides to Modern Languages.—*A Manual of French.* By H. J. CHAYTOR. (4s. net. Cambridge University Press.)

Mr. Chaytor's Manual is intended for private students who wish to learn to read French. The work begins with four pieces of simple French, with an interlinear translation. Then follow twenty-eight, with the translation appended and notes on grammatical points; and finally four, without a translation. There is a short summary of grammar at the beginning, and a vocabulary of words which are likely to prove difficult. The pieces are well chosen, and the renderings are careful and scholarly, but the gradient seems to us rather steep; in other words we think the increase in difficulty is too rapid. Such authors as Taine and Michelet are not suitable for learners; they ought rather to be kept till the student can read French with ease. It is one of the advantages of a modern language that the classics need not be read before they can be read with ease.

Mon Petit Livre Français. By CLARA S. DOLTON. (2s. Longmans.)

This little work is a mixture of the old and the new. There are lessons of the usual type, with pictures, but each lesson is preceded by a French-English vocabulary and followed by rules of grammar, and English sentences for translation, as well as by "direct method" exercises. There are some useful lessons in pronunciation; in these, phonetic symbols are used, but in the body of the work the ordinary script alone appears.

La Douce France. By RENÉ BAZIN. Abridged and Edited by LOUIS LATOUR. (3s. 6d. Methuen.)

It was a happy thought to issue an abridged edition of René Bazin's excellent book for the use of our schools. It has the great advantage of presenting not the cosmopolitan side of French life, but what is intimately national, redolent of the soil. Bazin speaks as one who knows the countryside and understands and loves country folk. His outlook on life is sound and sympathetic; and he is imbued with strong religious feeling, as is manifest in his chapters on "Les Religieuses," on the childhood of Joan of Arc, on Religious Festivals. Within the confines of a short chapter, he throws light on important aspects of French history; and he provides admirable sketches of the miller, the postman, the blacksmith, and so on. The book is enriched by an excellent photograph of the author, who has also contributed a preface addressed to the "écoliers du Royaume-Uni," and a map of France. The notes contain useful accounts of the persons mentioned in the text, of historical allusions, &c.; they also provide a large number of renderings that could be obtained from any dictionary, and questions of the "why subjunctive?" type, which might well have been left to the teacher. The number of misprints is small; we have noted "toute" (p. 3, line 23), "ressemble" (p. 20, line 27), "habitudes" (p. 55, line 1), "des-quels" (p. 55, line 21), "davant" (p. 69, line 26), "un partie" (p. 73, line 3), "élève" (p. 79, line 20), "aucume" (p. 105, line 30), "monsieur" (p. 123, line 8).

Heath's Modern Language Series.—*Canción de Cuna.* Por G. MARTINEZ SIERRA. Edited, with Direct Method Exercises, Notes, and Vocabulary, by Prof. A. M. ESPINOSA. (3s. net.)

This is a suitable and well edited text, with an excellent introduction, and exercises which should prove suggestive to the teacher.

A Dictionary of Spanish Idioms with their English Equivalents. By LEONARD WILLIAMS. (3s. 6d. net. Routledge.)

This phrase-book is likely to be of considerable use to students of Spanish who have sufficient grasp of the language to choose for themselves among the idioms presented to them, avoiding those which are antiquated or over-colloquial in favour of those in general use.

RELIGIOUS KNOWLEDGE.

- (1) *The Pilgrim's Progress.* By JOHN BUNYAN. An Edition for Children, arranged by J. M. MATTHEW. (10s. 6d. net. S.P.C.K.) (2) *The Patriarchs.* By E. B. TRIST (Mrs. WM. C. PIERCY). (1s. 9d. net. S.P.C.K.) (3) *The Chosen People: Moses, Judges in Israel, David.* By E. B. TRIST (Mrs. WM. C. PIERCY). (4s. 6d. net. S.P.C.K.) (4) *SS. Peter and Paul.* Depicted by H. J. FORD. With Notes on the Pictures by W. K. L. CLARKE. (3s. 6d. net. S.P.C.K.)

(1) This abridged edition for children of "The Pilgrim's Progress" is one from which the long conversations on theological points, which often deter young people from reading the original, are eliminated. The illustrations are most spirited. Where so much lends itself fittingly to pictorial representation, however, the too realistic and gruesome picture facing page 118 might well have been omitted for the sake of the sensitive child whose dreams are often troubled by scenes of horror. This book should have a place in every boarding-school library, as well as on the nursery shelves at home.

(2) (3) If for no higher reason than that without this knowledge numberless allusions in general literature, and even much of our common figurative language, would be a sealed book to him, the child must be made familiar with the Bible stories. These two books, with their large, clear print and pleasing pictures, should tempt even young children to read the old tales; and the morals drawn from these are so unobtrusively interspersed that the little reader will hardly be conscious that there is any lesson concealed. In any future edition the illustration on page 6 of "The Chosen People" ought to be omitted; it is repellent, and is in no way necessary to the understanding of the text.

(4) "SS. Peter and Paul" is an account, from the orthodox Anglican point of view, of the Acts of the Apostles, told mainly in a series of fine pictures.

The Biblical History of the Hebrews to the Christian Era. By Dr. F. J. FOAKES-JACKSON. Fourth Edition, enlarged. (10s. net. Heffer.)

The new edition of Dr. Foakes-Jackson's well-known manual includes two new chapters dealing with Jewish History to the Christian Era (Chapter XV), and Jewish Literature and Life (Chapter XVI), by which some fifty pages are added to the bulk of the volume. These, if somewhat sketchy, will be found very useful in introducing the beginner to the study of this important period "between the Testaments." As the author rightly says: "The Biblical history of the Hebrews may seem to cease with Ezra or Malachi; but the history of the Bible by no means concludes so early. For much that is contained in the Old Testament is only intelligible to those who have some knowledge of the interval between the close of its story and the opening of that of the New. It was, moreover, during this period that many of the canonical books were assuming the form in which we now possess them, and that spiritual ideas were growing up which shaped the course of the great development of the religion of the Old Testament, known as Christianity. Nor is some of the literature which must be studied entirely un-Biblical. The so-called Apocrypha is reckoned as Scripture in many parts of the Christian Church, and ought still to form an integral part of the English Bible." The corpus of notes which comes at the end of the book contains much that is important by way of additional references. The manual has already well proved its usefulness, and in its enlarged form will continue, we are sure, its successful career.

SCIENCE.

Practical Physics. 8th Impression. 2nd Edition. By W. R. BOWER and Dr. G. SATTERLEY. (7s. University Tutorial Press.)

This treatise on practical physics, adapted to the capabilities of matriculated students, but assuming no previous work in the subject, well maintains the reputation for lucidity and accuracy of the series to which it belongs, and for that reason is already known to teachers of science. The needs of the private student and, indeed, of other enterprising students as well, are met by the provision of "home experiments" not requiring elaborate apparatus. In this new edition a supplement has been added describing experiments that have gained prominence since the book first appeared.

Pitman's Mastery Series. *The Mastery of Fire.* (3s. net. Pitman.) *The Mastery of Air.* (3s. net. Pitman.)

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(Continued on page 310.)

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The Foundations of Chemical Theory. By Prof. R. M. CAVEN. (12s. 6d. net. Blackie.)

By this time a considerable number of generations of chemical students must have been brought up on Caven and Leader's "Systematic Inorganic Theory," and consequently a sequel which discusses the fundamentals of chemical theory will be assured of a welcome. As the author wisely indicates, the degree course in physical chemistry is a serious thing, and, unless the student has a solid foundation of elementary theory, little profit can be gained from the more advanced lectures. Dr. Caven suggests that the book be read at the end of his second-year course—not only to knit together his chemical knowledge already attained, but also as a preliminary to his more specialized third-year work. The earlier chapters deal with the Laws of Combination and the Determination of the Atomic, Molecular, and Equivalent Weights. A very excellent section on the Periodic Law follows, and then the simpler proper ties of matter are discussed with obvious brevity. Elementary ideas on equilibrium, catalysis, thermal decomposition, and the chief types of chemical change are discussed adequately, and a brief account is given of the more important properties of colloids. With a useful chapter on equation building the book concludes. There appears to be an omission on page 178, in which bismuth hydride is not placed in the list of hydrides of the trivalent elements. The book is beautifully printed and got up.

The Experimental Basis of Chemistry. By I. FREUND. Edited by A. HUTCHINSON and M. B. THOMAS. (30s. net. Cambridge University Press.)

The editors of the late Miss Freund's work are to be congratulated on having carried to completion a great contribution to the critical discussions of the fundamental principles of chemistry. The author had achieved a well deserved success in her well known "Study of Chemical Composition," which "carried her influence as a teacher far beyond the limits of her own laboratory," and the present volume, which comprises the ten chapters which were prepared by Miss Freund, will assuredly maintain her reputation as a clear, incisive, and accurate thinker. The book was projected in twenty chapters, and the part unfinished was to have discussed water, oxygen, hydrogen, acids, bases, and oxides, oxidation and radiation, and the conditions which modify chemical change. The actual matter which the editors have been able to put forward deals with the nature of chemical change, the classification of substances into elements, mixtures and compounds, air and combustion, the conservation of mass, and the laws of combination. There is a wealth of novel matter in these apparently hackneyed chapters. Most ample quotations from original papers are given, and really the book is a valuable contribution to the historical development of the science. As a running commentary to this sequence of discovery there is a series of well devised experimental matter, and, although it would be perhaps a counsel of perfection to recommend the work as a text-book or a student's manual, the reviewer has not the least hesitation in insisting that no conscientious teacher can afford to miss it.

British Insect Life. By EDWARD STEP. (10s. 6d. net. Laurie.)

This interesting account of the several orders of British insects, with descriptions of the appearance and habits of the commonest species, will be useful to gardeners, teachers, and amateur naturalists for reference. Helps to identification are provided by 32 plates from photographs. The book runs to 264 pages, and is commendably free from padding; but many readers will regret that the author, without sacrificing the popular character of the work, did not find room for more details of the essential structural features and the biological peculiarities of insects. The account of the chitinous exoskeleton, given on page 10, is likely to mislead the beginner.

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Praise of England," "Merry England," "The English Land," and "Places." A good number of old favourites are included, but the editors have pillaged many less known authors, and added some choice booty to their store. Nature and the quiet life are the most favoured topics, but a few martial pieces are included. The Overseas section touches all the Dominions, and mirrors something of the life of each. We wish the editors had chosen "The Wreck" or "The Sick Stockman"—two admirable vignettes of Australian life, from Adam Lindsay Gordon—rather than the "Australian Verses."

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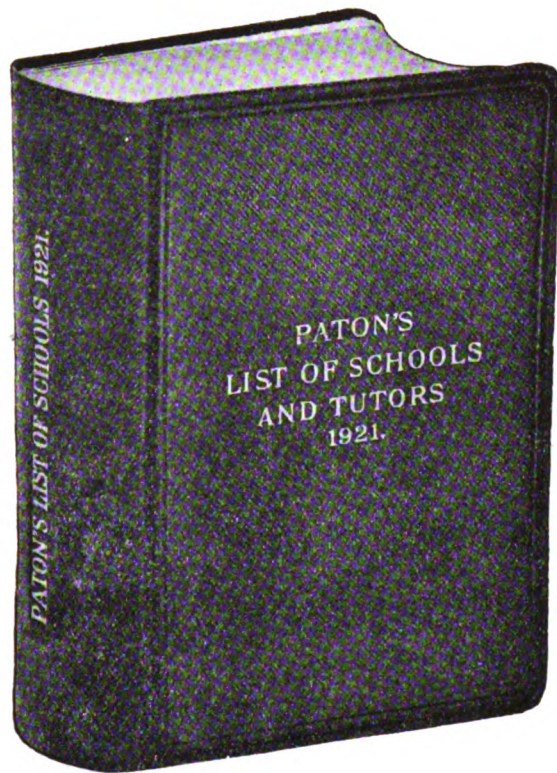
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Revised Advertisement scale is on
page 353. The latest time for prepaid
Advertisements is

JUNE 23.

For announcements of
UNIVERSITY CORRESPONDENCE COLLEGE.
See below and p. 360.
UNIVERSITY TUTORIAL COLLEGE.
See p. 319.
UNIVERSITY TUTORIAL PRESS, LD.
See pp. 353, 358, 401.

SUMMER SCHOOLS, 1922.

See pages 319, 326, 327, 328,
329, 361, and 377, for some
important announcements.

SUPPLEMENTARY AIDS TO CLASSROOM WORK.

Another article will appear in July issue.

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**A LIST OF SCHOOLS
will be found on page 322.**

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See also pages 317-331, 360, 376, 377, 401; [Halls of Residence] 318, 320, &c.;
[Physical Training] 319, 323; [Scholarships] 324, 325.

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See also pages 317-331, 360, 376, 377, 401; [Halls of Residence] 318, 320, &c.;
[Physical Training] 319, 323; [Scholarships] 324, 325.

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Students accepted from 18 years of age having passed an entrance examination equal to that of Senior Oxford, for a 2½ or a 3 years' course.

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Complete TRAINING in EDUCATIONAL and MEDICAL GYMNASTICS, Massage, Dancing, Games, Swimming, &c. Preparation for public examinations. Prospectus from Miss M. GARDNER, G.D. (Stockholm), Physical Training College, Wallington.

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Training strictly Swedish. Preparation for the Examinations of the Ling Association and the Incorporated Society of Trained Masseuses.

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President: The Rt. Hon. the Earl of Lonsdale.

Offices: 25 CHALCROFT ROAD, LEE, LONDON, S.E. 13.

(The Incorporated British College of Physical Education, the Incorporated Gymnastic Teachers' Institute, and the National Society of Physical Education.)

The Association is an Examining Body for Teachers of Physical Training.

SPECIAL Examinations for the Elementary School Teachers' Certificate for Physical Training are held.

Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Secretary, Mr. T. WILLIAMS.

Educational Authorities and Principals of Colleges and Schools requiring fully qualified Teachers of Physical Training should apply to the Secretary.

THE LING ASSOCIATION.

(And Affiliated Gymnastic Societies.)

FOUNDED 1899.

Offices: 10 Mecklenburgh Square, London, W.C. 1.

EXAMINATIONS held for Teachers' Diploma in Swedish Educational and Medical Gymnastics.

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MR. JOHN DAVIS,
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MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford in March, 1923, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BISHOP'S STORTFORD COLLEGE. ENTRANCE SCHOLARSHIP EXAMINATION.—AN EXAMINATION is held annually in June, when SCHOLARSHIPS, EXHIBITIONS, and BURSARIES, varying from £50 to £10, are offered.—Apply to the Head Master, Mr. F. S. YOUNG, M.A.

BLUNDELL'S SCHOOL, TIVERTON.—Six FOUNDATION SCHOLARSHIPS, including two of £60 a year, are competed for annually at the end of May. Candidates must be between 13 and 14 years of age on May 1st. The names of candidates must be sent in before May 20th to the HEAD MASTER, from whom entry forms and full particulars can be obtained.

BRIGHTON COLLEGE.—An Examination will be held June 6-7 to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

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HEAD MISTRESS: MISS A. S. BARRATT.

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- (1) One of the value of £30, tenable for one year, offered to a graduate preparing for the Cambridge Teachers' Certificate or London Teachers' Diploma.
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- (3) One of the value of £30 and one of £15, tenable each for one year, offered to students preparing for the National Froebel Union Higher Certificate.

Applications, giving full details of qualifications, should be sent before June 16th. Further particulars of any of the Scholarships can be obtained from the Heads of Departments.

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SCHOLARSHIPS.

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AN ancient Public School of 140 boys, offering great advantages to University Candidates. Leaving Scholarships annually. B.N.C., Oxford, £70 (sometimes two); St. John's College, Cambridge, £50, £40; also Leaving Exhibitions, £50, tenable with one of the foregoing.

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KENSINGTON HIGH SCHOOL (G.P.D.S.T.)

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Admission in September, January, and May.

THREE SCHOLARSHIPS awarded annually.

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For place of Examination, and full particulars of the former, apply to HEAD MASTER.

One of the smaller Public Schools, of ancient foundation and endowment, with moderate fees £81 per annum. It is on the edge of the Berkshire Downs, 2½ miles from Wantage Road Station (main line of G.W.R.), 60 miles from London, 14 from Oxford. Since January, 1922, four New Classrooms and a New Chapel have been built, and the Electric Light installed.

KING'S SCHOOL, CANTERBURY.—ENTRANCE and KING'S SCHOLARSHIPS. Some FIFTEEN SCHOLARSHIPS each June and November. For particulars apply to Head Master—A. LATTER, M.A.

LIVERPOOL COLLEGE, Huyton, Near Liverpool.

The ENTRANCE SCHOLARSHIP EXAMINATION is postponed to June 14th. Candidates must be under 14 years of age on June 5, 1922, after which date no entries can be received. For further particulars, apply to the HEAD MISTRESS.

NEWNHAM COLLEGE.—NINE SCHOLARSHIPS, one of £60, and others of £50 and £35, are offered in March on the results of a joint examination with Girton College. A certain number of EXHIBITIONS may also be awarded. Particulars can be obtained from the PRINCIPAL.

SHERBORNE SCHOOL.

AN Examination for ENTRANCE SCHOLARSHIPS, open to Boys under 14 and over 12 years of age on June 1, 1922, will be held early in June. Further information can be obtained from the HEAD MASTER, School House, Sherborne, Dorset.

ST. PAUL'S GIRLS' SCHOOL, BROOK GREEN, HAMMERSMITH, W. 6.

The NEXT EXAMINATION for FOUNDATION SCHOLARSHIPS will take place on Tuesday, Wednesday, and Thursday, July 4, 5, and 6. These Scholarships exempt the Holders from payment of Tuition Fees. Application should be made to the High Mistress at the School. The last day for the registration of Candidates is Friday, June 16.

ST. JOHN'S SCHOOL, LEATHER-

HEAD.—In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 45 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz. Clergy 95 guineas, Laymen 105 guineas per annum. Day-Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, etc. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £45, £35, and £25 per annum. Scholarship examination for 1922 and 1923 on the first Wednesday in July; entries close the last day of June. For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

S. PETER'S SCHOOL, YORK.

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.

Further details from—
S. M. TOYNE, M.A., Head Master.

SOMERVILLE COLLEGE, OXFORD.

The following Scholarships will be offered for competition in March, 1923:—

A COLLEGE SCHOLARSHIP OF £80.

A CLOTHWORKERS' SCHOLARSHIP OF £60 (open only to Candidates who intend to become teachers).

A COOMBS SCHOLARSHIP OF £50.

Two or more Exhibitions of not less than £20 a year.

For further particulars, apply to the VICE-PRINCIPAL.

THE HORTICULTURAL COL- LEGE, SWANLEY, KENT.

The Governors are prepared to offer 4 Bursaries each of the value of £25. These will be tenable for one year at the College, and may be extended at the discretion of the Governors for a further period of one year. For particulars, apply to the SECRETARY.

WESTFIELD COLLEGE. (UNIVERSITY OF LONDON.)

Chairman of Council:

T. W. H. INSKIP, Esq., K.C., M.P.

Principal: Miss E. C. LODGE, M.A., F.R.Hist.S.

FOUR SCHOLARSHIPS, one of £75, the others of £50, will be offered for competition in March, 1923. A certain number of EXHIBITIONS may also be awarded.

Students are prepared for the Arts and Science Degrees of the University of London. Fees.—Residence £90 a year; Tuition from 38 guineas a year.

For further particulars apply to the PRINCIPAL—
WESTFIELD COLLEGE, Hampstead, N.W. 3.

WEYMOUTH COLLEGE.

SIX SCHOLARSHIPS for CLASSICS or MATHEMATICS,

of the value of £40 downwards, and open to boys between twelve and fourteen,

are offered annually for
Competition.

Next Examination will be in June, 1922.

For Prospectus and other information apply to the
HEAD MASTER.

Messrs. GRIFFITHS, POWELL & SMITH,*The Oldest Established Firm of Educational and School Transfer Agents,*

ESTABLISHED 1833.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.Telegraphic Address :
Scholasque, Rand,
London.**SCHOOL TRANSFER DEPARTMENT.**Telephone :
Gerrard 7021.**SCHOOLS TRANSFERRED AND VALUED.****Partnerships arranged. NO commission charge to purchasers.***Applications from intending purchasers are solicited for the following properties :***Girls' Schools.****WALES.**—Beautiful locality, first-class Boarding School. Gross receipts nearly £4,000. Net profits, £500. 25 boarders at good fees. Goodwill about £1,000.—No. 7,330.**WITHIN EASY REACH OF LONDON.**—Transfer or Partnership in first-class School. Gross receipts, £7,500. 35 boarders. Goodwill and furniture about £5,000 or half share £2,000.—No. 7,334.**BEDFORDSHIRE.**—Flourishing Boarding and Day School. Gross receipts, £3,120. Net profits, £585. 42 boarders, 32 day pupils.—No. 7,338.**STAFFS.**—Boarding and Day School. 35 pupils.

Gross receipts about £1,000. Goodwill to be arranged.—No. 7,339.

ESSEX.—Seaside. Boarding and Day. Gross receipts about £2,500. Net profits about £700. 20 boarders, 25 day pupils. Goodwill about £800.—No. 7,340.**YORKSHIRE.**—Boarding and Day School. Gross receipts, £1,596. Net profits about £300. Goodwill £550.—No. 7,356.**YORKSHIRE.**—Boarding and Day School. Gross receipts, £1,735. Net profits, £400. 20 boarders, 33 day pupils. Goodwill, school, and household furniture, £750.—No. 7,343.**LONDON, N.W.**—Boarding and Day School. Gross receipts, £2,138. Net profits, £546. 12

boarders, 50 day pupils. Goodwill £700.—No. 7,355.

SCOTLAND.—Boarding and Day School. Gross receipts, £4,645. Net profits about £800. 25 boarders, 50 day pupils. Price for goodwill £1,000.—No. 7,331.**LEICESTERSHIRE.**—Day (Girls and Boys). Gross receipts, £715. Net profit, £400. Goodwill £350. School furniture, £100.—No. 7,329.**SURREY.**—Day (Girls and Boys). 49 pupils. Gross receipts, £904. Net profits, £429. Goodwill and furniture, £750.—No. 7,328.**LONDON, S.E.**—Day School. 120 pupils.—Gross receipts, £629. Goodwill, school furniture, and lease (49 years) about £1,250.—No. 7,353.Full particulars of above and other Schools, **free of charge**, on application.**Messrs. GRIFFITHS, POWELL & SMITH** will be pleased to advise, **free of charge**, any Principal wishing to dispose of a School or take a partner in same. **The Transfer Department** is under the direct management of the Head of the Firm. All communications received in strict confidence.**Posts Vacant—continued.**

These School and Teachers' Advertisements are continued from page 383.

ART MISTRESS REQUIRED in high-class Girls' Boarding School in the Midlands. If possible lady able to offer some French or Botany and Needlework as subsidiary subjects. Salary, £100. Comfortable post.—**HOOPER'S (EDUCATIONAL AGENTS), LTD.**, 361 Oxford Street, London, W. 1.**LONDON.**—Mistress required for charge of Kindergarten and Transition. Some training desirable. Week-ends free. Mistress also for French, Botany, some English. State salary.—**HOOPER'S (EDUCATIONAL AGENTS), LTD.**, 361 Oxford Street, London, W. 1.**FORM MISTRESS REQUIRED** for Girls' Day and Boarding School in West of England. Maths. to Senior Cambridge, general form subjects. Degree. 10 resident Mistresses; 110 girls in School, including 65 boarders.—**HOOPER'S (EDUCATIONAL AGENTS), LTD.**, 361 Oxford Street, London, W. 1.**HAMPSHIRE.**—MISTRESS required in September for **PHYSICAL EXERCISES, GAMES, and DANCING**. Good Games Coach essential; Lacrosse and Tennis. Dartford training preferred. Experience. Resident post. 40–50 girls. Initial salary, £120 to £150 if competent to teach dancing.—Address, No. 11,253. ***THREE MISTRESSES** required in September, Girls' Boarding School (100 Pupils) Subjects: **HISTORY and LITERATURE, LATIN, MATHEMATICS, SCIENCE** (Chemistry and Physics). Two Mistresses must be Graduates. Experience desirable. Salary £120–£150 (resident).—Address No. 11,254. ***ASSISTANT MISTRESS** for English to Senior Local Standard. Good modern methods. French Translation and some Latin desirable. £90–£100, resident.—Address No. 11,251. ***Posts Wanted.****GAMES, DANCING, SWEDISH GYMNASTICS.**—For trained and certified teachers having had experience, apply to **THE SECRETARY, Association of Past Students, Physical Training College, Liverpool.****HOUSE MISTRESS** desires post in Recognized School for Autumn Term. Good disciplinarian, and experienced. Used to numbers, uniform, and all house duties. Church of England.—Address No. 11,246. ***FRENCH LADY TEACHER** (excellent testimonials), expert in French, Italian, and German, desires visiting or non-resident post in good school for September. Folkestone or Eastbourne.—Address No. 11,249. ***GRADUATE**, experienced, successful Teacher, requires post June or September in good School as **SENIOR MISTRESS**. Good English, Mathematics, French, &c. Excellent testimonials. View partnership or succession might be entertained. South preferred.—Miss MAY, 10 Portland Street, Huddersfield.**SUPERINTENDENT, MATRON-HOUSEKEEPER, HOUSEKEEPER.**—Lady experienced, capable, very successful, good organizer, seeks engagement School, College, Hostel. Wishes post take entire management domestic side. Accounts, correspondence.—Address No. 11,256. ***AS MUSIC MISTRESS.**—Res. or Vis. A.R.C.M. (Piano Teaching), Special Certificate Associated Board (Piano), Various Violin Certificates, Harmony, Counterpoint, Class and Solo Singing. Four years present post.—**HOOPER'S (EDUCATIONAL AGENTS), LTD.**, 361 Oxford Street, London, W. 1.**LADY**, Camb. Hist. Tripos and Camb. Teachers' Diploma, and five years' experience Public Boarding School, requires temporary post mid-June to end July.—Address No. 11,255. ***EXPERIENCED Music Mistress** (I.R.A.M. Registered Teacher) requires post for September. Piano and Class Singing. Modern methods.—Miss M. CHURCH, Cinderford, Gloucestershire.**EXPERIENCED A.R.C.M.**—Piano (Mathay), Class Singing, Aural Culture, Harmony, Organ (subsidiary subject), requires post for September.—Miss BANCROFT, S. Catherine's School, Bramley, Surrey.**FRENCH MISTRESS (26).**—Brevet Supérieur. Phonetics, Painting, Drawing, Needlework. 5 years' experience. English School reference.—**HOOPER'S (EDUCATIONAL AGENTS), LTD.**, 361 Oxford Street, London, W. 1.**LADY COOK or HOUSEKEEPER**, aged 32, seeks post in good class School. Diploma Glasgow School of Cookery. Experienced. Excellent references. £90.—**HOOPER'S (EDUCATIONAL AGENTS), LTD.**, 361 Oxford Street, London, W. 1.**B.Sc. (Hons.), Lond., A.R.C.Sc. (1st CLASS)**, available one day, or part, for teaching Advanced Physics in London. Long experience in teaching up to Int. B.Sc. and Univ. Schol.—Miss C. SPEED, 25 De Quincey Road, Tottenham, N. 17.**FRENCH SCHOOL MISTRESS** desires situation in English family or school during August–September. Salary or *au pair*. Would travel.—PAOLY, 4 Rosa Bonheur, Paris XV.**AS ASSISTANT MISTRESS.**—English Tripos (Newnham). Subsidiary French, Botany, Latin, Elocution (good). Elementary Maths. One year's experience. Resident or non-resident post accepted.—**HOOPER'S (EDUCATIONAL AGENTS), LTD.**, 361 Oxford Street, London, W. 1.**Books for Sale.****LADY** wishes to dispose of set of books for London Teacher's Diploma Examination. All new or in good condition.—Apply for prices to Miss F., 21 Holly Road, Northampton.

* Replies to these advertisements should be addressed "No.—, c/o Mr. William Rice, Three Ludgate Broadway, E.C. 4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

SUMMER SCHOOLS and Vacation Courses.

See also pages 327-329.

MUSIC HOLIDAY COURSE

(Girls' Public Day School Trust).

OXFORD, 1922.

KENSINGTON HIGH SCHOOL MUSIC TRAINING DEPARTMENT.

From Tuesday, August 29th, to Monday, September 11th (Inclusive).

MISS HOME will give, during the Summer Holidays, a Short Course of Instruction in Ear Training, Extemporizing, Transposition, &c.

The Course will be held at
The High School for Girls,
21 Banbury Road,
Oxford.

Hours: 10 a.m. to 12 a.m.

Fee £3 3s.

Applications for entry should be made as soon as possible to

Miss Home,
Kensington High School,
St. Alban's Road,
Kensington, London, W. 8.

Arrangements can be made for a certain number of Students, for accommodation and board, provided early notice is given.

THE UPLANDS SUMMER MEETING

will be held at

THE HILL FARM, STOCKBURY, KENT,
from

AUGUST 1st—AUGUST 16th.

The main subject for study will be Drama and its Bearing upon Education. Lecture by Mr. St. John Irvine, Prof. Findlay, and others.

Play production under the direction of Miss Janet Duff and Miss Walton.

Seminary for the study of the new psychology.

All inquiries to the SECRETARY, The Hill Farm, Stockbury, Kent.

OXFORD UNIVERSITY.

VACATION COURSE IN EDUCATION.
(Preliminary Notice)

A VACATION COURSE in EDUCATION will be held in August, 1922. It is open to both men and women, and is not confined to members of the University.

Graduate teachers of seven years' standing may obtain the University Diploma without further residence.

Apply to THE DIRECTOR OF TRAINING, 15 Norham Gardens, Oxford.

NEWNHAM COLLEGE, CAMBRIDGE.

IDA FREUND MEMORIAL.

A grant of £50 is offered towards the expenses of a British woman science teacher who wishes to devote one or more terms in the academic year 1922-23 to the study of methods of teaching science in schools of another country.

Preference will be given to applicants who possess a working knowledge of the language of the country which they propose to visit, and to those who have had at least three years' teaching experience.

Applications and inquiries should be addressed to—

Miss THOMAS,
8 Huntingdon Road,
Cambridge,

before July 8th.

ASSOCIATION FOR THE REFORM OF LATIN TEACHING.

A SUMMER SCHOOL

will be held this year at

DURHAM,
AUGUST 2nd-12th.

DIRECTOR: Major F. R. DALE, D.S.O., M.A.,
PLYMOUTH COLLEGE.

Demonstration Classes (Direct Method).

Oral Practice in Reading and Discussion of Authors (Groups).

Lectures, Discussions, &c.

Expedition to Roman Wall, &c.

For further particulars apply to—
Mr. N. O. PARRY, 4 Church Street, Durham.

BUNGALOW RESIDENCE.

Uninterrupted Sea View.
Hot Baths, Gas, Labour-Saving Devices.

FOLLOWING SYLLABUS APPROVED BY
BOARD OF EDUCATION.

A RESIDENTIAL SUMMER COURSE IN HOUSEKEEPING

For intending Brides and others. Room
for 8 Students, including

COOKERY, LAUNDRYWORK, HOUSEWIFERY.

Courses begin 1st Monday each month, beginning July 3rd. Applications not later than last Monday each month (June 26th for July 3rd).

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ALSO VISITORS TAKEN EN PENSION

ALL SEASONS.

Tennis, Bathing, Boating, Golfing.

STREATHAM HILL HIGH SCHOOL

(Girls' Public Day School Trust),
WAVERTREE ROAD, STREATHAM HILL, S.W. 2.

MUSIC TEACHERS'
TRAINING DEPARTMENT.

A Short Holiday Course

illustrating various aspects of modern music-teaching in schools will be held at the above School, from

MONDAY, SEPT. 4th, to SATURDAY, SEPT. 9th,
inclusive. Fee £2 5s.

SUBJECTS AND LECTURERS.

1. The Appreciation of Music.
Mr. STEWART MACPHERSON.
2. Aural Training, including Rhythmic Movements for Young Children.
Miss ELSIE MURRAY.
3. Pianoforte Teaching.
4. The School Choral Class.

Full particulars may be obtained from Miss KENNETT-HAYES at Streatham Hill High School.

Summer Vacation Courses

IN
Voice Culture for Children, by Mr. James Bates.
Voice Culture for Adults, by Mr. Filmer Rook.
Class Singing (with Practice Class), by Mr. Granville Humphreys and Mr. D. C. Walker.
Sight Reading (both notations), by Mr. Leonard C. Venables.

Harmony, Ear-Training, and Musical Form and Expression, by Mr. R. D. Metcalfe, Mus.B., A.R.A.M.

Daily Lessons from July 18 to August 10, 1922, at Earlham Hall, Forest Gate, E. 7. For prospectus apply to the Secretary of the TONIC SOL-FA COLLEGE, 26 Bloomsbury Square, London, W.C. 1.

"Unity" History School

Arranged by Mr. F. S. MARVIN
and Dr. C. SINGER.

This unique Holiday School will
be held at

WOODBROOKE, near BIRMINGHAM,
From JULY 27th to AUGUST 4th inclusive.

SUBJECT:

"Science and Social Progress: A Retrospect and a Survey."

LECTURERS INCLUDE:

Professors C. H. DESCH, F. G. DUNAN,
JULIAN HUXLEY, J. L. MYRES,
J. A. PLATT, J. A. THOMSON,
A. N. WHITEHEAD, &c.

Many Tennis Courts. Garden Parties and Musical Evenings.

FEE for Lectures, Bedroom, and four meals per day, inclusive of luggage removal and all gratuities, £3 10s.

Detailed programme and application forms from—
EDWIN GILBERT,
30 Bloomsbury Street (2), W.C. 1.

SUMMER SCHOOLS and Vacation Courses.

See also pages 326-329.

UNIVERSITY OF LONDON

THE FIFTEENTH HOLIDAY COURSE FOR FOREIGNERS, arranged by the Board for the Extension of University Teaching, will be held at Bedford College from July 21—August 17.

A limited number of English teachers desirous of studying

ENGLISH PHONETICS

will be admitted to this Course. They will be free to attend all the Lectures (those on Phonetics will be delivered by Mr. Ripman) and any of the Phonetic Classes, of which there are 14 daily, conducted by seven experienced teachers. This affords an exceptional opportunity of observing the practical application of Phonetic Theory.

For further particulars apply to THE REGISTRAR, University Extension Board, University of London, S.W. 7.

Early application is advisable.

UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

SUMMER SCHOOL IN BIOLOGY, July 31 to August 12, 1922.

The Course will consist of Lectures, Laboratory, and Field Work on Animal and Plant Biology suitable for teachers of Natural Science in Secondary Schools.

Further particulars as to fees, residence, lecturers, &c., may be obtained from Mr. R. D. LAURIE, Department of Zoology, U.C.W., Aberystwyth, or from the General Secretary.

PASSPORT NOTICE.

Students attending SUMMER SCHOOLS on the Continent must be provided with a valid Passport, issued or endorsed within two years of date for the country concerned, and bearing the visa of a Consular representative in the United Kingdom of the countries to or through which they are proceeding. The endorsement and visas should cover the whole route, or serious difficulties may arise. NOTE.—Visas are no longer required on the passports of British subjects visiting Switzerland. British subjects can secure the fullest information at the Passport Office: 1 Queen Anne's Gate Buildings, Dartmouth Street, London, S.W. 1.

Université de Lausanne.

HOLIDAY COURSES

FOR THE STUDY OF FRENCH.

July 24th to August 25th.

LECTURES on French Literature, History, Language, and Phonetics. Practical Classes. Special Phonetic Classes.

Students may join at any time.

For Prospectus and full particulars, apply to the

Secrétariat, Université, Lausanne (Switzerland).

University of Geneva

(SWITZERLAND).

SUMMER SCHOOL FOR STUDENTS OF BOTH SEXES.

French Language and International Affairs.

July 17 to September 10, 1922.

French Language: Phonetics, Grammar, Style, Gallicisms; Analytical Study of contemporary authors; Classical and Modern Literature. **Practical exercises in small classes:** Pronunciation, conversation, dictation, composition.

Study of Contemporary International Affairs, by lectures on such subjects as: Governments in Continental Europe; prominent European Statesmen and Diplomats of the 19th Century; the new Map of Europe; International Conferences and Treaties; International Law Courts; the Labour Movement in the principal European countries; influence of Geneva on Old and New England, &c.

Lectures by some of the higher officials of the Secretariat of the League of Nations and of the International Labour Office.

The "Institute J. J. Rousseau" for experimental Science of Education; the "Institute Jaques-Dalcroze" for Eurythmics; and the third Assembly of the "League of Nations" will be open to the Students.

Excursions every Saturday: on the Lake of Geneva, to Chamonix and Zermatt.

Sports: Bathing, rowing, camping, tennis, alpine climbing, &c.

Fees: First Series (July 17—August 12), frs. 100.

Second Series (August 12—September 10), frs. 100.

Board and Accommodation from frs. 270 a month upward.

For particulars, apply to THE SECRETARY, University of Geneva.

During the whole of the Academic year there is a complete course of French, especially arranged for foreigners, given at the "Séminaire de Français Moderne" of the University. Students of both sexes who wish to learn French thoroughly may obtain there a "Certificate d'aptitude à l'enseignement du français."

TEACHERS' HOLIDAY COURSE IN MANCHESTER.

Arrangements have been made for a fourth course of TEN LECTURE-RECITALS for Teachers and Students (July 24th to 29th inclusive), by

Mr. STEWART MACPHERSON, F.R.A.M.,

upon
"The Appreciation of Music,"

also a course of FIVE LECTURES each, upon

(i) Aural Training. (ii) Improvisation,
by Mr. ERNEST READ, F.R.A.M.,

and ONE LECTURE upon

"The Training of Children's Voices,"
by Dr. WALTER CARROLL.

Fee for "Appreciation" course, £2 2 0; "Aural Training," £1 1 0; "Improvisation" (in small classes), £1 11 6; Complete Course, £4 4 0.

Full particulars from Miss MILDRED ESPLIN, 4 Mauldeth Road West, Manchester.

Institut Pédagogique International.

French Courses

AT

CAEN (Normandy)

from JULY 4th to AUGUST 30th.

"The popular French Courses at Caen, the first of the kind to be established in France, are still the best and most practical."

For full information, apply to

Prof. E. LEBONNOIS, 16 Avenue de Creully, Caen.

SUMMER SCHOOLS and Vacation Courses.

See also pages 326-329.

UNIVERSITY OF STRASBOURG (FRANCE).

SPECIAL COURSES FOR FOREIGN STUDENTS.

HOLIDAY COURSES (July 3rd to September 23rd).

French Language.—Phonetics (theoretical and practical), practice in speaking and reading (small colloquial classes), exercises in grammar, dictation, translation (oral and written) and composition, history of the French language.

French Literature and Civilization.—History of French literature, "explications" of modern French writers, introductory courses to French literature, philosophy, science and art of to-day, to French social and political life. Visits to schools, monuments, factories, &c.

German Language and Literature.—Phonetics, practice in speaking, grammar, dictation, translation, and composition. Introductory lectures to modern German life and literature.

FEES.

FOR FRENCH.—4 weeks, 80 Frs.; 6 weeks, 120 Frs.
8 weeks, 150 Frs.; 12 weeks, 180 Frs.
FOR GERMAN.—4 weeks, 60 Frs.; 6 weeks, 80 Frs.
8 weeks, 100 Frs.; 12 weeks, 120 Frs.

Special fees for students taking both French and German.

Excursions in the Vosges, the Rhine Valley, &c. Sports.—Rowing, football, tennis, &c.

During the academic year, a course of lectures including French language, literature, conversation, and history is arranged at l'Institut d'Etudes Françaises Modernes for foreign students.
20-25 lessons per week.

Supplementary information may be obtained from the

BUREAU DE RENSEIGNEMENTS pour les étudiants étrangers, UNIVERSITÉ DE STRASBOURG (France).

UNIVERSITÄT BASEL.

IV. FERIENKURS ZUM STUDIUM DER DEUTSCHEN SPRACHE.

24. Juli—26. August, 1922.

ÜBUNGEN (wöchentlich 15 Stunden):—Lektüre und Interpretation, Übersetzungen, Konversation, Grammatik, Phonetik, Schriftliche Arbeiten. Kleine Klassen, gebildet nach den Muttersprachen der Teilnehmer. *Vorlesungen* (wöchentlich 7-8 Stunden): über deutsche Literatur, Sprache und Kunst; Schweizerische Verfassung und Volkswirtschaft; Schulwesen. Alle Wochen Ausflüge. Gebühren: für 1 Woche 20 Franken, für 5 Wochen 100 Franken. Weitere Gebühren werden keine erhoben. Der Eintritt kann jeder Zeit stattfinden.

Zu jeder Auskunft ist bereit

Das Sekretariat der Universität Basel (Schweiz).

KENT EDUCATION COMMITTEE.

FOLKESTONE SUMMER SCHOOL FOR TEACHERS,

Aug. 5th to Sept. 2nd, 1922.

Principal - - - - - MR. H. TUNALEY
(formerly Chief Art Inspector in Elementary Schools and Training Colleges, Board of Education).

A General Lecture Course on "Modern Methods in Education" will be given by the Principal.

SPECIAL COURSES.

1. Methods of practical instruction throughout the school curriculum—(a) for young children, (b) for older pupils.
2. General Art and Crafts Course.
3. Specialized Handicraft in Wood, Metal, Constructive and Decorative Needlework, &c.
4. Physical Training and Organized Games.

Special Lectures and Demonstrations (open to all students) will be given by well-known authorities on Dramatization in connexion with the teaching of English, on Village Music, and on other subjects, connected with the courses.

Full particulars as to fees, accommodation, &c., may be obtained from Mr. C. A. B. GARRETT, Technical Institute, Folkestone, who will also supply forms of application for admission.

E. SALTER DAVIES,
Director of Education

SUMMER SCHOOL

(FOR CHILDREN, WOMEN, AND MEN).

THE MODERN SCHOOL OF Dance (Margaret Morris Method) is holding the Second Summer School at Enderley House, Amberley Common, Nr. Stroud, Glos., from July 31—Sept. 9. The Course includes Dancing, Musical Appreciation, Colour and Design. Also Classes in National and Ballroom Dancing, Property making, and Dalcroze Eurhythmics. Lectures and performances.—For full particulars and terms apply Miss WHINCOP, 65 Oakley Street, Chelsea, S.W. 3.

LEPLAY HOUSE EDUCATIONAL TOURS.

SUMMER HOLIDAY COURSE

in the Austrian **TIROL**, August 4th to September 4th (4 weeks).

FOR Advanced Students of natural conditions and social life. Of special interest to College Lecturers on GEOGRAPHY, HISTORY, and CIVICS, to teachers of these subjects, and to other students of BIOLOGY, ANTHROPOLOGY, and SOCIOLOGY. Preference given to men and women able to take part in first-hand observational study. Many holiday attractions, including excursions into the Dolomites, and visits to the Passion Play.

Apply to Miss MARGARET TATTON, Leplay House, 65 Belgrave Road, Westminster, S.W. 1.

University of Grenoble

(FRANCE).

SPRING TERM: March 1st to June 30th.
SUMMER VACATION COURSES: July 1st to October 31st.

REGISTRATION MAY TAKE PLACE AT ANY TIME.

COMPLETE COURSE OF UNIVERSITY STUDY IN LETTERS, SCIENCE, LAW, MEDICINE, POLYTECHNIC INSTITUTE, COMMERCIAL INSTITUTE.

Special Lectures on French Language and Literature for Foreign Students.

COMPLETE COURSE OF PHONETICS, SEMANTICS, GALLICISMS.

Practice in Reading and Speaking (small colloquial classes), Conversation, Translation, Composition, Grammar, Dictation.

Special Preparatory Instruction for Beginners (two hours every day).

FEES (exclusive of practical exercises):

Spring Term: One month, 80 fr.; the whole term, 150 fr.

Vacation Courses: One month 120 fr.; six weeks, 160 fr.

Preparatory Instruction: One month, 200 fr.; six weeks, 275 fr.

Family Boarding Houses from 50 to 150 fr. a week.

Every Summer Sport. Excursions on foot and in auto in the finest province of France. Football, Hockey, Tennis.

From July to October half fare on all French railways for students under 28.

More detailed information sent free on receipt of demand addressed to:

Comité de Patronage des Etudiants Etrangers de l'Université de Grenoble, France.

Medical School.

London (Royal Free Hospital) School of Medicine for Women.
(UNIVERSITY OF LONDON.)

HUNTER STREET, BRUNSWICK SQUARE, W.C. 1.

FULL courses are arranged for the London M.B., B.S. Degrees and the Examinations of other qualifying bodies. Clinical Instruction is given at the Royal Free, St. Mary's, National, Great Ormond Street (Children's Cancer), and Elizabeth Garrett Anderson and South London Hospitals. Appointments are open to Students after qualification. Arrangements for Dental Students. Scholarships, Bursaries, and Prizes are awarded annually. Prospectus and full information can be obtained from the Warden and Secretary, Miss L. M. BROOKS.

LOUISA ALDRICH BLAKE, M.D., M.S., Dean.

BANGOR NORMAL COLLEGE. SUMMER SCHOOL.

JULY 29 to AUGUST 19, 1922.

The following Courses have been arranged:—

1. The Methods of Teaching English Language and Literature in Elementary and Secondary Schools.
2. Geography and Regional Survey.
3. A Course for Infant Teachers on The Principles and Methods of the Kindergarten and the Montessori System.
4. General Handicraft, including Educational Handwork, Woodwork, Metalwork.
5. Needlecraft for Elementary Teachers.
6. Physical Training, Games, and Dancing (Women Teachers).
7. The Teaching of Hygiene and Temperance, including Laboratory Work.
8. The Principles and Methods of Religious Education and Biblical Instruction suitable for Day and Sunday School Teachers.

FEES.

Tuition Fees, £2 10s. for three weeks' Course.
Board and Residence in College Hostel, 35s. per week.

For Programme and detailed Syllabuses, together with form of application, apply to—

THE PRINCIPAL,
NORMAL COLLEGE, BANGOR, N. WALES.

VACATION COURSE AND HOLIDAY READING CLASS

SUBJECTS: English (Composition, Précis, and Literature); French, German, and Russian (Conversation, Translation, and Correspondence); Mathematics (Military Examinations and University Matriculation); History (British Empire, Europe, and America).

HEADQUARTERS IN THE MOST PLEASANT, HEALTHY, AND PICTURESQUE PART OF THE RHINE COUNTRY.

Excursions to famous battle-fields. Course from the beginning of July to the end of August.

Terms: Rooms, Attendance, Board, and Tuition, twenty-five guineas a month, all included. Party limited to EIGHT, teachers included. Subjects taught by University Graduates in Honours.

Apply early to No. 11, 247*, c/o MR. WILLIAM RICE, THREE LUDGATE BROADWAY, E.C. 4.

SUMMER SCHOOLS and Vacation Courses.

See also pages 326, 327, and 328.

CAMBRIDGE SUMMER MEETING, 1922.

July 29th to August 18th.

The main subject of study will be
MEDIAEVAL AND MODERN ITALY.

The Inaugural Address will be delivered by
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OCCASIONAL NOTES.

THE Conference of representatives of the Universities of Great Britain and Ireland, which met in London on Saturday, May 13, discussed several topics of importance to educationists generally. Two in particular are of special interest to teachers. The first arose in the discussion on the subject of research in the British Universities when the Vice-Chancellor of the University of London referred to the large number of students who entered the University with the intention of becoming school teachers. He believed that the Burnham Scale would in future exercise a powerful influence on the lines of study the students would pursue in the university. At present the Scale offered additional emoluments to those who took a good honours degree. He was not altogether certain that this was wise. Nevertheless he believed that extra emoluments should come to the student who took a second or higher degree. He hoped that all would urge upon the Board of Education the immense necessity of higher degrees counting for increased emoluments as much as, if not more than the first degree. In this we agree with Sir Sydney Russell Wells, and are not surprised to learn that the Conference gave general acceptance to this view. In our opinion every encouragement should be given to advanced study or research leading to a higher degree. It seems absurd to limit such financial rewards to students who take honours in their first degree while withholding them from those who take a higher degree involving advanced study and investigation.

THE next topic had regard to residence in Universities, and was introduced by the Vice-Chancellor of Leeds University, who put in a strong plea for an increase in residential accommodation in the newer Universities. He thought that in these there were to be seen the beginnings of the growth of a college tradition side by side with the University tradition. While in the aggregate only one out of every seven of their students was in residence, it was significant that there had been an increase of no less than 17 per cent in residential students during the last twelve months. The number of women students in residence was one out of every four. He was glad to say that there was an increasing tendency on the part of the men to enter into residence, and was inclined to think that this was due in part to the training in corporate life now given in the schools. He expressed himself as being strongly against isolating in any one hall students who were preparing themselves for one profession, and he would favour the system of separate, though small, study-bedrooms. Those who are in intimate touch with college or hostel life will agree with Sir Michael Sadler. The lack of collegiate life is a distinct loss to the student. But it is far from desirable to segregate any particular class of student, such as the future teacher. Students of all classes should freely intermingle. One welcomes some approximation in the modern Universities, however small, to the collegiate life which is so strongly characteristic of Oxford and Cambridge.

THE Education Estimates this year, as the President, stated, differed from previous submissions in two main particulars. They are rationed and also reduced.

In regard to the "ration," the operation of keeping expenditure within the limits imposed by the Treasury and accepted by the Board of Education is a little more complicated than that of cutting a coat according to the cloth. The Government is already pledged to allow the chief dimensions of the garment to be several sizes larger than last year, so that retrenchment will have to be made on the linings and trimmings. We are of opinion that Mr. Fisher, and his advisers, have exercised considerable skill in performing this difficult task, and his statement should reassure Local Authorities that they will be able to "carry on" without any serious interference with the essentials of efficiency. Compared with the estimates of last year, Mr. Fisher anticipates a net reduction of a little over six millions. Of this sum, nearly one million and a quarter is available owing to the termination of courses of training for men who served in the war, while more than two and a half millions is represented by the proposed contribution, now to be discussed by a Select Committee, from elementary and secondary teachers in respect of their pensions. Of the remaining two and a half millions, it appears that last year, instead of spending £51,000,000, the Board's expenditure barely exceeded £48,000,000, and it is assumed that the economies which rendered possible this reduction will be maintained. The estimated expenditure of Local Authorities on Elementary Education is £62,450,000, about half a million less than that of the previous year. An addition of £1,232,000 in respect of Salaries of Teachers is more than balanced by a reduction in requirements for Special Services, Administration, and Other Expenditure. It must be

observed, however, that this result is only rendered possible by the regrettable suspension of nearly all new developments.

FOR Higher Education during the year, Local Authorities require £13,378,000 compared with £10,989,000 in 1920-21. As Mr. Fisher pointed out, the increase is accounted for by

Higher Education.

Secondary and Technical education. It is due, he said, to increase in the volume of work, "more schools, more children in the schools, longer school life, and also to the fact that the Salaries of Teachers have increased." The time has probably arrived, as the President suggested, to investigate more closely, than has hitherto been the practice, the quality of the entrants into Secondary Schools. Unless a larger proportion of children admitted "stay the course," and by passing the Secondary Schools Examination prove that they have reached a satisfactory standard of attainment, the increasing expenditure cannot be justified. We agree with Mr. Fisher, however, in thinking, that a closer examination of the claims of children desirous of attending Secondary Schools will not, of necessity, involve decreased cost as the schools can unquestionably be filled by pupils well qualified to profit by the education provided. Mr. Fisher reminded the Committee, in concluding his speech, that it was sometimes said "this Government has done a great deal in the way of subsidizing public education. No Government has done so much or has approached it in liberality, but has it improved public education? Has it affected in any way the content of our education?" There is probably an answer to this criticism, but the one given by the President was not particularly convincing.

THE Superannuation Bill, 1922, was introduced into the House of Commons in pursuance of the recommendation of the Geddes Committee that five per cent of teachers' salaries should be contributed towards the cost of benefits under the 1918 Act as a temporary measure pending a reconsideration of

The 5 per cent Contribution to Pensions.

the whole pensions question. In its original form it had certain somewhat objectionable features: on the facts already supplied in the House 5 per cent certainly seemed too high a contribution even for a brief period defined as "until Parliament otherwise determines"; contributions *without interest* were returnable in the case of teachers who were unable to become eligible under the principal Act; moreover contributions were leviable until a teacher satisfied the Board that they could not become eligible—a provision particularly unfair in the case of secondary school teachers whose eligibility is dependent upon "qualifying" service, as to the nature of which the Board does not, normally, inform them until they are nearing pensionable age and who, therefore, might have to contribute for years without their knowing whether such contributions were justified; and, finally, on the question of compensation for withdrawal from local pension schemes, which contribution would have rendered preferable to National Superannuation, the Board was, virtually, made judge and jury in one. At the moment of writing the second reading of the Bill had been adjourned until a Select Committee of the House has reported on the question whether in fixing the present Scales, any undertaking was

given, or implied, by Government that the provisions of the Act should not be altered while the Scales remain in force—not quite the point at issue during the debate. The fate of the Bill is uncertain; but, if it is passed, it will assuredly need considerable amendment when in committee. One fact has become established beyond all doubt; the Bill meets with the strongest possible opposition from all classes of the teachers affected.

ON May 10th, Mr. Fisher stated that the Government proposed to set up a committee to inquire into the modifications desirable in the system of superannuation established by the Superannuation Act of 1918, with reference to economy, the provision of adequate and suitable benefits to teachers, and the relations such modifications might have upon the Scottish Superannuation

The Superannuation Act and a Departmental Committee.

Act of 1919. Later, it was made clear, during the debate on the Pensions Bill, that the Committee would be a Departmental one. If it is set up, and it is just possible that this may depend upon the fate of the Pensions Bill, there are certain points which should be noted. In the first place, since the Act is highly technical, it is of the utmost importance that it should include among its members actual representatives of the teachers themselves, not merely "persons interested in education." This is necessary because the weak spots in the original Act were, to a considerable extent due to two facts: the whole Act was framed on the principle that the school and not the teacher is the unit to be considered in determining what service is or is not pensionable or qualifying, and this has resulted in hardship and injustice, much of which, again, is apparently consequent upon an imperfect knowledge of the conditions obtaining in secondary education on the part of those charged with its administration. Again, there are many amendments needed, particularly where secondary school teachers are concerned, which ought to be considered at the instance of practical teachers. The question of extending the scope of the Act to teachers not in state-aided schools will also arise. That evidence furnished by representatives of the teachers themselves must be accepted goes without saying.

FOLLOWING out the national decision to economize in education, the Army Council is putting its own house in order, and has recently issued a new scale of fees for cadets admitted to the Army Colleges at Woolwich and Sandhurst. There are seven scales of payment: for the son of a soldier who has died on active service and whose family has been left in pecuniary distress the fee remains at £20 a year; for the son of a deceased officer whose widow is eligible for a pension the fee is £55 (raised from £40); this is also the fee for the son of a soldier who has been discharged for ill health or after twenty years' service; for the son of a Lieut.-Colonel or Colonel or Captain or Commander, R.N., or Wing Commander in R.A.F., £80, but for officers below these ranks, £55; for the son of a Major-General, Rear-Admiral, or Air Vice-Marshal, £95; for the son of a General, Admiral, or Air Chief Marshal, £105; and lastly for the son of a private gentleman, £200. This latter rate cannot be regarded as excessive considering a boy of ten pays the same fee at any preparatory school of standing. And it is

Economy in Army Education.

only fair that officers and soldiers should have an advantage of fees for their children when they have risked their lives in the war in return for meagre pay. Further, it is known that sons of soldiers are usually more imbued with the spirit of the army than those of civilians.

IT not infrequently happens that the Colonies have a valuable lesson to teach the Old Country, just because a younger community approaches its problems unhampered by prepossessions and traditions. We find, for example, in a recent issue of *The School*, the organ of the Ontario College of Education in the University of Toronto, some suggestive remarks on the professional standing of inspectors and administrators. Whether teachers can properly be regarded as a profession in the full sense of the term is held to be doubtful, whilst so many of them receive the teacher's certificate after spending only one year, or at most two years, in a training school. But in the case of inspectors and administrators there is no doubt whatever. An Ontario inspector must be a university graduate with specialists' standing, or, as we should say, a graduate in honours. He must have taken at least a year of professional training, and has probably taken two years. He must have served at least seven years as a teacher. He must have continued his professional studies sufficiently to pass a second and more difficult professional examination. He has probably also taught in a high school or collegiate institute. In short, whether one considers time required in preparation, length of service, or importance and difficulty of work, he can bear comparison with outstanding professional men of any sort. We agree that inspectors and administrators should be members of the teaching profession, and when they have been distinguished members of that profession we do not think much is heard to the effect that their visits to the schools are a nuisance to the teachers.

BUT we have troubles about the inspectorate much nearer home than Ontario. It is obvious that if inspection and administration are to be intelligently and sympathetically conducted, the posts of inspectors and administrators should be good enough to attract some of the most successful men and women in the teaching profession. Such was the case in this country before the School Teachers (Superannuation) Act was passed. By the terms of that Act a teacher who leaves his teaching post for an inspectorship under a local education authority forfeits his pension rights, his service as an inspector counting only as "qualifying" and not as "recognized" service. Scotland, not to speak of several of the Colonies, knows better than thus to discourage the best teachers from undertaking the difficult and responsible duties attaching to the posts in question. We observe that the National Association of Inspectors of Schools and Educational Organizers, recently formed for safeguarding the interests of inspectors and officials employed by local authorities, has entered upon a vigorous campaign for securing the rectification of what is not only a grievance to its members, but also a danger to the schools. We wish the Association every success in the prosecution of its campaign.

WHAT should be the relation of our Universities to the Barbers, that distinguished profession collateral with the Surgeons? This question, apparently frivolous, was solemnly canvassed in a Report considered by Convocation at London University. May it not be that to ensure a clean and easy shave for its citizens would help the world forward as much as the discovery of the origin of Greek civilization? Seriously, we have full sympathy with the ideal of bringing the University into the workshop, and of raising the dignity of the arts and crafts, not, as the Report is careful to explain, by "the creation of a new profession or a new class of *talking* professors—of these among our industries there is already a plethora." The practical proposal, which was accepted by Convocation with little opposition, is for co-operation in this matter between the University and the City and Guilds of London Institute, the London City Livery Companies, and similar organizations. University extension is daily widening its implications. Academic in origin, it now recognizes the social and economic education of the workers as a special obligation. The dismal science will perhaps in future excite less interest, but the worker's joy in his own handicraft will abide for ever. We look forward to the day when the University on the best advice will hand to the workman its diploma recognizing him as a master-craftsman.

AN American writer has been studying comparatively "The World Supply of College Men." It seems that the War had a various and hitherto unrealized effect on attendance at colleges and universities; for whilst the shortage in France for the four years of struggle was 66.4 per cent. and in the British Empire rose at one time to 37.3 per cent., in Germany, provident for peaceful competition after war, the deficiency of men students for the whole period was only 6.7 per cent., whilst the number of women students increased from 4,056 in 1914 to 6,969 in 1918. It is pleasant to learn that there has been a great recovery in the British Empire: against 20,748 students in 1916-17, there were in 1920 no fewer than 73,705, and still the academic population grows. We, for our part, cannot swallow the sugary doctrine that every bricklayer should have a university education. But we rejoice that the old fear of an "intellectual proletariat" has gone. As the business of life becomes more complex and technical, the more does it ask of science, and the more can it absorb of the scientifically trained; indeed, economically, a failure in the supply of highly cultivated intelligence would be as disastrous as a failure of corn crops. Democracy, if it is not to degenerate into misrule, requires nobly educated leaders; and should we grudge the universities to the people, we could not complain if they proved to be incapable in their building or blind in their destroying. Nor are we thinking only of the lower world; it is good that as many as possible should have entrance to those sublime regions the describing of which Sir James Barrie would have to leave to McConnachie. Yet, for all this, we must not forget that it is easy to *ruin a machine by overfeeding it with unfit material*, and we must keep our academies strong and worthy of their good name.

The University
and
The Workshop.

The Status of
Inspectors
and Administrators.

Supply of
College Men.

Inspectors and
Organizers
in Conference.

THE Departmental Committee on the "Teaching of English" quotes the following opinion from a memorandum drawn up by the Secondary School Inspectors of the Board of Education: "Methods of teaching English are so far little developed. They have been far less thought out than the methods of teaching subjects." Secondary school masters have long realized the truth of this dictum. A committee, set up by the Incorporated Association of Assistant Masters in Secondary Schools, is engaged in formulating a teaching method for English language and literature which shall, if possible, systematize the various, often desultory, methods of teaching what is, perhaps, the most difficult subject in a school curriculum. As this Committee consists of between seventy and eighty members, practically all specialist teachers, and drawn from every type of secondary school, public, private, endowed, county, and municipal, it should be able to reduce the many, sometimes conflicting, theories which at present obtain to a practical class-room method, inclusive of what is best in these theories as tested by actual experience. Such a method, so generalized as to be capable of application to the varying needs and conditions of all classes of secondary schools, would be of great value to the form masters upon whom so much of the teaching depends, and particularly to younger and less experienced men who are in doubt as to the best ways of turning to account their knowledge and appreciation of their own language and literature.

English
Language and
Literature in
Secondary
Schools.

WITH the immense and increasing expansion of its organization the problems that confront Industry, and that insistently demand solution, grow apace. To quote a remark of Lord Robert Cecil's, one of the facts that must strike any careful observer is that "neither in this or in any other country" is "the industrial machine working smoothly." Undoubtedly something is fundamentally wrong. The conditions that govern the working of the vast industrial machine need humanizing. But this will never be adequately accomplished unless a new spirit can be infused into and pervade its working. A commendable step in this direction has been taken in the inauguration of *The National Movement towards a Christian Order of Industry and Commerce* under the leadership of Lord Hambledon, Messrs. A. Rowntree and B. S. Rowntree, and Mr. S. W. Pascall. A welcome indication of success in this endeavour "to rally men and women of goodwill engaged in the administration of industry and commerce for the application of Christian principles to industrial and commercial life" is given by the inclusion in the list of the promoters of so many men and women *actually engaged in administration*. Such men and women, inspired by Christian ideals and possessing the requisite technical knowledge about the conditions of industry, are the right persons to work out the detailed application of Christian principles in this sphere of life. Bishops and church leaders, with all the goodwill in the world, cannot possess the intimate knowledge which is indispensable. They can, however, render invaluable moral help and encouragement; but only really Christian business men and women can do the actual work. The Movement is still in its infancy. If it expands, as it deserves to do, and

Christian
Principles in
Industry and
Commerce.

becomes a real power in our social and industrial life, it will render the nation and the world invaluable service.

WE think it our duty, and a pleasant duty it is, to extend a welcome to *The Beacon*, a new monthly periodical edited by Mr. E. R. Appleton, and published by Mr. Blackwell, of Oxford. To admit that, figuratively speaking, the civilized world is at present plunged into something like Stygian darkness is not necessarily to write oneself down a hopeless pessimist. The admission may rather be a call to show a light in the darkness, and, if possible, to reveal the causes and the dangers of that darkness. Pre-eminent among them, says *The Beacon*, are (1) wrong conceptions and methods of education, (2) the loss of all but materialistic ideals, and (3) the loss of the sense of beauty, and the warped Art which follows from that loss. Education, religion, and art—these, then, are the three essential and inseparable things which have to be dealt with broadly and constructively. We must revive and proclaim the doctrine that education is much more than preparation for material success. We must be guided by the principle that God is to be sought and honoured in every pursuit, not merely in something technically called religion. And we must understand that the artist's vision is the perception of the truth underlying the beautiful—that true art, so far from being confined to esoteric coteries, must, like true religion, be sought and honoured in every pursuit. Surely there never was a time when it was more necessary to make a stand for these great human ideals, and we wish the promoters of *The Beacon* all success in the work to which they have set their hands.

A New Effort
to Lighten
Our Darkness.

AS the result of the recent municipal elections, the fate of the London continuation schools is more uncertain than ever. The party victorious at the polls are generally committed to "economy," and, having regard to election pledges, the new higher education sub-committee felt that, obviously in spite of their conscientious convictions as to the value of the schools, it was the Council's duty to the electorate "to take action with a view to a modification of the existing state of affairs." The sub-committee openly expressed their regret at the prospect of arresting a work which "through the energy and enthusiasm of the teachers has already proved likely to be of inestimable service to the community." They had had the advantage of hearing the views of ten influential deputations, one of which represented the bishops whose dioceses include parts of the administrative county of London, and the bishops had, we are glad to be able to state, put in a powerful plea for the schools. Still, the sub-committee are of opinion that the results of the election point to the unpopularity of the schools, an unpopularity which is partly attributed to the decision of the Government not to put into general operation the continuation schools clauses of the Act of 1918. For the present the Council has been recommended to ask Mr. Fisher to receive a deputation with a view to getting the Council released from its statutory obligations in the matter until the Act is generally applied. This delay will at any rate give time for further consideration.

The London
Continuation
Schools.

It has long been known that Paris was to demolish her fortifications which date from 1840 and are 22 miles in circumference. Part of the land thus reclaimed is to be devoted to the "Cité Universitaire"—a series of hostels for the reception of university students and of playing fields for both sexes.

Paris as a
University
Centre.

In the old days a student could find bed and board in the Latin Quarter at a very reasonable figure; but since the war *la crise des loyers* and the increase in the number of students—now estimated at over twenty thousand—has made even the sixth floor garret of Murger far too dear for the modest purse of the native or foreign student. So it is proposed to return to the system of the Middle Ages when every "nation" had its residential hall and the students lived in common. M. Deutsch de la Meurthe, whose name is familiar as the patron of early aviation, has given ten million francs to buy the land for playing fields and erect buildings for French students. Neighbouring land will be available for the halls of other nations, and Canada has already secured an acre of the seventy-two available. When the British Maecenas has been found whose name will go rolling down the ages as the benefactor of the British students, many more of these will be attracted to spend a year or more in Paris and acquire an international education. Then the pestilential heresy that the Parisian student does nothing but sit outside cafés all day and toy with Amoryllis in the evening will be extirpated. It would do many of our best university students a great deal of good to see how the French students work for ten (not six) months of the year. It is unfortunate that the somewhat dissimilar difficulties of the University of London site cannot be solved in the same way.

THE MYSTERY OF THE UNCONSCIOUS.

BY GUY KENDALL.

It is stated that on the music hall stage at the present time, there is one allusion which never fails to "get across." The performer clenches his fists and his teeth, and in an agony of determination mutters the formula, "Day by day, in all respects, I grow better and better." It is interesting to note that the attitude assumed is the very reverse of that which Monsieur Coué and the Nancy school of "auto-suggestion" recommend. For their central doctrine is that all effort of will must be eliminated if the power of suggestion is to operate. Imagination is the faculty to be employed, and if imagination is in conflict with will, the result will be the exact reverse of what is desired. But at least the popularity of this burlesque is sufficient testimony to the wide-spread vogue of the Nancy school.

The cures which Monsieur Coué and his followers claim to have effected, or rather to facilitate, are interesting enough. But still more remarkable is the theory that lies behind them. Monsieur Coué himself gives a succinct little account of it in his pamphlet "Self-Mastery," and it has been more fully worked out by Monsieur Baudouin in his book, "Suggestion and Auto-Suggestion," which is being widely read. As in most psychological works of the present time, the explanation is sought for in the unconscious (Monsieur Baudouin prefers the term subconscious, which had earlier currency). If we are ailing, so this astonishing theory runs, we have only to fix our minds on the thought of the cure as achieved. The Unconscious will not only carry out the means to the end, but will incidentally diagnose the trouble. Our conscious selves need not even know what organ is not functioning rightly. The Unconscious will find it out and will set it right.

There are undoubtedly weak places in the theory that the Nancy school have constructed. Their analysis of the nature of will and imagination seems faulty and incomplete. They do not, for example, appear to recognize that all will has an element of imagination in it. But, granted that the reference to the Unconscious as the operative factor is correct (and this point admits of little doubt), we are faced with the question, more insistently than ever, "What is the Unconscious?" Is it God or the Devil? Is it self or other than self?

As described to us by Freud it would seem to be decidedly diabolical. As described by Coué and Baudouin it is mainly a beneficent being, though it sounds like a piece of folk-lore or a tribal myth. It would seem to be something like the genie of the Arabian Nights, to which instructions need but to be given in accordance with the right formula, and the desired result, however impossible of achievement it might seem, will duly follow. Indeed it is not impossible that the conception of the genie itself may have sprung from the observations about these operations of the mind made by the subtle wisdom of the East. The Romans, too, spoke of a man's genius, which seems something between his soul and his "double." Horace has described it: "The genius, mate who rules our natal star, god of human nature, perishing with each individual, fickle of favour, cheerful or frowning." The Germans again have their "Doppel-ganger," and the Hebrews have passed on to Christianity their conception of the guardian-angel, which may itself originally have come from Persia.

But is the "unconscious self" anything more than a name invented to denote an inexplicable series of phenomena? Just as the late Lord Salisbury once said of the ether that it served as no more than a noun to the verb "to vibrate," so it might almost be said that the "unconscious self" is simply the impersonation of all those phenomena of mind which do not appear in consciousness.

For the chief puzzle is this: Is the unconscious really myself or another? The puzzle appears in the most crudely contradictory form at the very outset of Monsieur Coué's account of it. He says, "There exist in us two individuals absolutely distinct from one another." Then, after illustrating the idea of the Unconscious from the facts of somnambulism, he says of the sleep-walker who awakes and beholds his handiwork, "He himself has done it (c'est lui qui l'a fait) though he is quite unaware of it." Two individuals and one self! It almost reminds one of the conundrums of ecclesiastical Christology.

Yet it is possible that the idea is not so far removed, after all, from some quite common notions of ours. When, for instance, we speak of "the soul," we are not usually thinking merely of our surface-selves, and that which commonly appears in our everyday consciousness. We regard it as a deeper element in our being. The poets may possibly help us here. Matthew Arnold likened the soul to the inner citadel of Troy, where was kept that image on which the safety of the city depended.

So in its lovely moonlight lives the soul.
Mountains surround it, and sweet virgin air;
Cold plashing, past it, crystal waters roll;
We visit it by moments, ah, too rare.

We are becoming familiarized, again, with the hypothesis, as yet unproved, of telepathy, the conveyance of thought directly from one mind to another, without the medium of sense-perception. Now it is at least possible that the unconscious self is less individualized than the ordinary personality of you and me. That is to say that, just as two water-lily blossoms, which may be mistakenly supposed to belong to different plants, really spring from a single invisible root in the mud at the bottom of a pond, so the deepest stratum of self in us may be a common root from which the consciousness of many individuals is derived, only the union is so deep that it affects their separate existence but little and rarely. This is fanciful conjecture, but it seems certain at least that the unconscious self

has greater and acuter powers of perception than the conscious. This might even account for the strange results of "book-tests," *i.e.* when a person writes down whole passages from a book which he has never read and no one has ever described to him, if indeed there are any genuine cases of such tests, from which all possibility of memory has been eliminated.

But to come nearer home to our ordinary actions and motives. We all know that we pay conscious attention only to a small fraction of our habitual daily actions. As William James has remarked, if we thought about the way to do up each button that we fasten, we should take all day dressing. If we think too much of the movement of our feet when running down stairs, the result is that we proceed not better but worse, and stumble not a little. Now nature and the course of evolution have so arranged things that a vast number of our bodily movements and processes are beyond our direct control. We can move an arm or a leg by immediate volition, but the operations of the digestion we can only indirectly reach through what we may determine to eat and not to eat. But it is possible that these processes are not altogether automatic, but can at least come within the direct control of our unconscious selves. It is the same as with our dressing and our walking; only, whereas these processes can come under our direct and conscious control at will, the others cannot. Accordingly the Nancy school hold that we can affect the operations of our least accessible organs by giving instructions to our unconscious selves. What the life of the unconscious self really is we cannot say. It must remain a mystery just as far as the life of plants is a mystery. For these appear to be sensitive, and in some cases seem as though they were possessed of will, and yet we believe them to be unconscious. And, just as we speak of the plant as "it," so we shall probably continue to speak of the unconscious self, so far as it remains unconscious.

Nor can we hope at present to understand the means whereby the unconscious works its miracles. Miracles they are in more than one sense. They are effects of mind on matter and are processes of which we can only describe the beginning and the end, in which respect they would seem to satisfy at least Bishop Gore's definition of miracle as laid down in his latest book, as well as that of Saint Augustine before him. But it explains much more than miracle. It tells why repetitions are so frequent in religious liturgies. They are not all "vain repetitions," for, to be of effect, our formulæ of auto-suggestion must be both articulated aloud and repeated frequently, if not rapidly. They sink better into the unconscious mind that way.

It explains too, why knowledge that is "got up" for examinations, or unwillingly and under compulsion, vanishes so quickly. The will and the imagination do not work together in harmony during the process of "cram." Certain "facts" have been memorized superficially and mechanically, but they have not seized hold of the imagination and sunk into the unconscious. It explains why so much of our energy is mis-spent energy, racking us to pieces like an engine that has lost its regulator. For it is too often the exercise of will-power in opposition to imagination. Where your treasure is, there will your heart be also. And where your heart is there only can your will be effective.

MR. R. A. H. MACFARLAND, M.A., Head Master of Campbell College, Belfast, died at the College on Tuesday, April 11, after a brief illness. Mr. MacFarland, who was a native of Omagh, co. Tyrone, was educated at the Royal Academical Institution, Belfast, Queen's College (now University), Belfast, and Gonville and Caius College, Cambridge (Foundation Scholar). An elder brother, Sir John Henry MacFarland, M.A., LL.D., is Chancellor of the University of Melbourne, and another brother was the late Rev. George MacFarland, who was for a long period secretary to the Board of Missions of the General Assembly of the Presbyterian Church in Ireland.

MODERN DEVELOPMENTS IN THE TEACHING OF MATHEMATICS.

By G. GOODWILL.

IN considering the present state and tendencies of mathematical teaching, it is well to begin by giving some attention to that past, of which this present state is the outcome. On doing so, it probably comes as a surprise to very many to find that mathematics only began to be generally included in the curriculum of our schools, towards the middle of the nineteenth century. Before that time arithmetic was taught in some schools, usually by the writing master, mainly to meet the requirements of those connected with commerce, and this origin will explain why so many of our older text-books devote themselves to questions of buying and selling. The work in this subject was mainly empirical, consisting chiefly in a collection of miscellaneous rules.

On the other hand, algebra and geometry found their way into the schools from the universities, and this accounts for the much more academic character of the teaching of these subjects; indeed, geometry in the form of Euclid's Elements, consisted at least as much in exercise in formal logic, as in instruction in the subject matter of geometry. As regards arithmetic, it had at least the advantage of very fairly meeting the limited requirements for which it was intended, but as a means of developing the intelligence of the pupil, it left much to be desired. Geometry and algebra could lay very little claim to practical value, on account of the limited range of these subjects that was covered, and the abstract manner in which the matter was treated.

In geometry, few pupils got beyond the first book of Euclid, which represents an extremely narrow range of geometrical knowledge, and, still worse, the logical aim, which was regarded as its principal justification, was hardly at all realized. This was fully recognized by some of our leading mathematical teachers, who in 1871 combined to form the Association for the Improvement of Geometrical Teaching, which Association, renamed the Mathematical Association, has now extended its activities to the improvement of mathematical teaching generally.

The fact is that logic makes very little appeal to the average youth. If a proposition itself has some intrinsic interest, and its truth is not obvious, it may hold his attention, but if the truth is obvious at the outset, he is unable to see the use of proving it—an appreciation for the relatedness of facts and for their analysis into the smallest number of elements, however desirable, has to be cultivated, its effective existence cannot be taken for granted, and to depend on its exercise by our pupils is to foredoom our teaching to failure.

What seemed to present itself as the antidote for this logical abstraction was practical geometry, and to this many teachers hopefully turned, but to most the results have been disappointing. School geometry by one swing of the pendulum was carried to the opposite extreme, with all the defects that were so well recognized in the early teaching of arithmetic. And these defects are very real, for it was felt that the appeal to the pupils' reason was now insufficient, and that so-called proofs by measurement or by experiment, being not really proofs at all, often tended rather to weaken the confidence of a pupil in the truth of a proposition than to bring conviction to his mind; and indeed on practical grounds the subject seemed far from satisfying.

It is clear that the true path lies between the two extreme ones. That wherever the relatedness of facts is not too remote, the pupils should be induced to recognize and if possible to discover it, especially in the case of those facts which may have some intrinsic interest for them. The results of these principles, when put into practice, are first, that such propositions as Euclid I 4 and I 13

are at the outset now assumed without proof, and second, that while the relations between the individual proposition within certain groups are considered—for example those dealing with the areas of rectilinear figures, the chord and angle properties of circles, and the properties of similar figures, and such a sequence is followed in each group as will make these relations clear—the groups themselves do not follow any rigid logical sequence. They may be considered more or less concurrently, so that for instance, there is no need to postpone the simple and attractive principle that shape depends on angle and proportionality of lengths, to the late stage which Euclid's sequence requires.

The superficial thinker imagines that there is some logical unsoundness in this procedure. It is time that it was realized that to broaden the bases of hypotheses does not introduce unsoundness into any argument, and that to reduce this basis to the narrowest possible limits is a task that cannot profitably be undertaken by any ordinary schoolboy.

On the practical side geometry is linked through mensuration with arithmetic, which thereby gains probably its most valuable field of operations for the pupil. And again through scale drawing the way is led to trigonometry and mechanics. It is, of course, unlikely that there is one path that is suited to all types of schools and to the particular talents of all teachers, but it is believed that the sort of course which is most generally desirable is becoming more obvious, and that more precision as to what kind and degree of abstractness is to be avoided, and how more concreteness may be introduced with real advantage, is gradually being attained.

However, in the case of geometry, there must be great intrinsic difficulty in finding a satisfactory presentment, for since the time when Euclid was first printed in Venice, in 1482, there have been, in other countries as well as in this, repeated revolts against its abstractness as unsuitable for youths, but in no case has a substitute been found which has met with any very wide acceptance. The tendency of the present moment is probably in the direction of a reversion to a more logical method of treatment, i.e. rather towards the style of Euclid's rigidity than away from it.

The general tendency to a wider outlook and an increased freedom in the method of treatment which has been referred to in the case of geometry, shows itself similarly throughout the whole range of mathematical teaching. The fact is that each branch of mathematics throws light on all the others, so that the tendency of our best teachers is to bring them into close relation, while at the same time making clear, as far as possible, the unity of purpose of each, so as to give it coherence. Consider, for instance, the case of simple proportion. This was formerly treated, and unfortunately is still treated to a large extent, as a distinct subject in arithmetic, algebra, and geometry. Consequently the notion of expressing this relation by means of a formula or a graph, or that of a constant of proportionality, was often not acquired, since many boys did not reach it in algebra; neither in arithmetic was it in any way brought into relation with shape, i.e. similarity, in geometry. Also a notation for proportion was used in arithmetic which is hardly to be found elsewhere throughout the whole range of mathematics and its applications in science, where the idea is almost universally present in some form or other. Again, the use of logarithms was postponed until after the whole theory of indices and logarithms to any base had been attempted—it cannot be said that they were mastered—in algebra.

Now logs to base ten are often with great advantage studied as much in connexion with arithmetic as with algebra, and a very sound, though of course by no means complete insight into their nature is arrived at at an early stage, without introducing the shadow of any misconception, but on the other hand providing a natural introduction to the understanding at a later stage of their very widest meaning. In this connexion, however, it should be

remarked that in some cases the very ease with which logs may be used has led to their abuse, so that some pupils are to be found who have quite lost the power to use ordinary arithmetic in cases where the use of logs is quite absurd.

Perhaps the most striking development that is at present in progress is the use of graphs in the teaching of mathematics. That the true meaning of this development is at present not by any means perfectly understood, was brought home to the present writer by a remark recently made in public by a mathematical teacher of some standing, to the effect that the work in graphs was merely a pottering with co-ordinate geometry. It is surely true on the contrary that in co-ordinate geometry the normal outlook is the exact opposite of what it is in graphic mathematics. In the former the aim in general is to investigate the properties of curves algebraically, while in the latter the aim is to represent mathematical relations of any sort by means of curves. Of course, the two must overlap, but the distinction in aim is fundamental and characterizes the work accordingly.

The real value of graphs is their aid in conveying a clear notion of functionality. It is a pity that there is not some less mysterious sounding word to express a notion which in its essence is familiar. From the very outset our pupils should begin to realize that in mathematics we attempt to bring different quantities into relation. It is only when we are concerned with relations between two dependent quantities that the ordinary graph can be used, but these are of frequent occurrence, and here the graph comes in with very telling effect.

The case of simple direct proportion is the simplest of all, but the association with it of the curve representing inverse proportion is as interesting as it is expressive. In the opinion of the present writer, graphs are to be employed whenever they can be of value in exhibiting—one might almost say depicting—the nature of a particular relation, or for getting suggestions for new relations. In general, they should not replace purely algebraic work, but should be used to illuminate it. Graphs should not be presented as providing a method of real practical use for the solution of simple, simple simultaneous, or quadratic equations, but if used to exhibit linear and quadratic relations they of course shed a flood of light on the nature of these equations and their solutions.

So long as quantities are unrelated there is chaos—when we perceive relations between them we are able to reduce them to order. An ordinary boy is quite able to appreciate this principle at its real value when he writes down the relation, say, between the area, base, and height of a triangle in the formula $A = \frac{1}{2} b h$, and the value of this formulation is obvious when, in a hundred instances of the sort, he is able to see that in general, having expressed the relation, he can find any one of the quantities involved, if he knows the others. It is unfortunate that in some aspects the formula has brought itself into disrepute. This would never happen if it were habitually used to express recognized relations. Moreover, the fact that historically the setting down of a formula has very frequently come as a signal of victory at the end of a strenuous intellectual conflict—carried on by the most powerful minds with the perplexities of nature—is a thought which may well strike the imagination of a boy, and induce him to give to mathematical formulae the respect which is their due.

This same basic notion of relatedness or functionality will give a boy a clear notion of the meaning and use of trigonometry, which he can well appreciate at the moment when he is introduced to the subject. Thus, while previously he has become acquainted with the linking together of lengths, areas, and volumes he cannot but see that it is an advantage to be able to link up angle with these, and that this is done for him by trigonometry.

Formerly trigonometry as a school subject was treated in such an abstract way, that it was only after a long time that a boy got to see what it was all about. Nowadays

numerical trigonometry has been developed as almost a distinct subject, introductory to the general subject.

After what has been said, the part which the calculus plays in school mathematics should be very clear, for it arises naturally out of that notion of functionality which should have been cultivated from the very first, and which we must be able to rely on if the introduction of the subject is to be anything but useless. Thus with the circumference and the area of a circle, each being dependent in a known way on the radius, the question naturally arises how is the value of each affected by the growth of the radius? The very difficulty encountered in answering this question satisfactorily, in the case of the majority of boys, arouses the interest and whets the appetite for more insight. Also, while it can be seen that in cases when we know the nature of a function we can infer its change-rate, so also it will be seen that if from the nature of circumstances we may happen to know the change-rate of a function, by an inverse process we may be able to infer the nature of the function itself. Thus the demand for the integral calculus arises naturally, and it takes a natural place in the development of a boy's mathematical knowledge. Such broad ideas, combined with a non-rigid method of treatment, are what characterize the best mathematical teaching of the day. But it must not be inferred that such enlightened work can enable the learner to dispense with drill in acquiring the technique of the subject. A considerable amount of this is absolutely essential, as it is in the case of any subject which is really worth acquiring.

It need hardly be repeated here that there is no royal road to a knowledge of mathematics, but to the normal boy it need be no road through a dry and arid desert, but rather a progress through regions which, while they demand continued industry and determination on the part of the traveller, arouse his interest and excite his curiosity at every stage.

HIGHER EDUCATION IN EGYPT*.

OF the debt that we owe to Egypt for its old-time service to civilization and to art too small a part has been discharged. It is in respect of higher education that the arrears are greatest. True that seven Higher Government Colleges, those of Medicine, Law, Engineering, Agriculture, Veterinary Science, Commerce, and the Sultania Training College, promote their several branches of knowledge. But they are so far insufficient for those who would resort to them that eight hundred Egyptian students are driven annually to seek instruction abroad. If a Université Egyptienne was founded in 1908, it has suffered for want of funds, nor has it either fit buildings or a permanent staff of professors. If the ancient University of El Azhar is frequented by twelve thousand students, its teaching is chiefly theological and literary. If the American Mission has raised money for the creating of a University at Cairo, the project has not yet got beyond the stage of inception. To defend the existing Higher Colleges from competition, and to assert itself in its own house, the Egyptian Government resolved to establish a State University, and the Final Report of the Commission appointed in 1917 to elaborate a scheme for such an institution is now made public.

The Commission recommends that as soon as possible a national University should be established with seven Faculties, *viz.* Arts, Science, Medicine (including Dental Studies), Law, Engineering and Architecture, Agriculture, (including Veterinary Science), Commerce and Economics, and that special Departments of Education, Oriental Studies, and Archaeology should be included in the Faculty

of Arts. The Higher Colleges, not controlled as now by different Ministries, should be incorporated as Faculties of the University. The new Faculties of Arts and Science should provide *liberal* training and offer a two years' course covering what of arts and science is required as preliminary to the specialized studies of the other Faculties. But a university is not a mere cluster of Faculties, a congeries of Schools; it must be a unifying and organized whole. It is intended that the projected academy should be not only a teaching university, but also, as far as possible, residential, and that it should "create traditions now lacking, and foster a corporate spirit among students of all classes." Again, unity is to be secured by the system of administration. "The University," says the Report, "should be a self-governing corporation, with a separate division assigned to it in the State Budget." Its head, if the plan be realized, is to be a Chancellor, and its administrative powers are to be vested in a Court, a Senate, and the Faculties, the sphere in which each authority has competence being carefully defined.

We observe with satisfaction that the Report contemplates an improvement in the training of teachers. Generally approved will be the judgment that "in an Egyptian university the medium of instruction should be the language of the country," and that Egyptian teachers of proved ability should be enabled as soon as possible to qualify themselves as lecturers in the University. Some hostile criticism may be called forth by the connexion adumbrated between the University and the State. In the United Kingdom the universities have always been independent of governmental control. The scheme of the Egyptian commissioners lays down that the Chancellor of the University is to be the Minister of Education *ex officio*; a President to whom he may delegate his duties is to be appointed by the Council of Ministers on the nomination of the Chancellor after consultation with the Court; and the Court itself is to contain a representative of the Ministry. But a large measure of academic freedom would be left to the Faculties, which, severally or in conference, would determine the courses of study and the conditions on which degrees are conferred; and the impartial method suggested for the selection of professors resembles that pursued by the University of London. Of the Report in general we may say that it is a conscientious and penetrative document. We venture to urge that it should be discussed by Egypt in the sober and placable tone that pervades it. National oppositions are wont to be injurious to education. For intellectual Egypt the fairest hope lies in harmonious development through that fusion of cultures symbolized of old by those who set up statues of the Greek gods in the temple of Isis.

PERSONAL PARAGRAPHS.

THE Rev. Charles Coverdale Tancock, whose death was recently reported, was formerly Head Master of Rossall and afterwards of Tonbridge School. Dr. Tancock went from Sherborne School with a scholarship to Exeter College, Oxford. He obtained a first class in Classical Moderations and in Lit.Hum., and on leaving Oxford became an assistant master at Charterhouse. He was ordained in 1880, and six years later was appointed Head Master of Rossall. He remained there for ten years, and then, having held the living of Leck, Kirkby Lonsdale, for a short time, he accepted the head mastership of Tonbridge School, in succession to Dr. Joseph Wood, who had gone to Harrow. Dr. Tancock resigned in 1907, and went to Casterton Parva, in Rutland, as rector. There he did good work on the Rutland Education Committee, as trustee of Oakham School and as Warden of the Peterborough Diocesan Lay Readers' Association. Dr. Tancock had a

(Continued on page 346.)

* Ministry of Education — Final Report of the University Commission. (P.T. 20. Government Press, Cairo.

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considerable reputation as a preacher, both at Rossall and at Tonbridge, and while he was in the diocese of Rochester Bishop Harmer made him an honorary canon of the Cathedral.

PROF. K. VICKERS, at present Professor of History at Newcastle, has been appointed Principal of Southampton University College in succession to Mr. T. Loveday, who has been appointed Vice-Chancellor of Bristol University. Prof. Vickers is a scholar of Exeter College, and has been Professor of History at Newcastle for the last nine years. He has been very successful in the organization of history teaching throughout the north-east district, and in the administration work of the college.

THE announcement of the appointment of Sir Thomas H. Holland to succeed Sir Alfred Keogh as Rector of the Imperial College of Science at the close of the Summer term will be received with interest, particularly by the old students of the Royal College of Science, of which Sir Thomas is a distinguished *alumnus*. He is a geologist, with a remarkable record of service as Director of the Indian Geological Survey, Professor of Geology, and Commanding Officer of the O.T.C. at Manchester, President of the Indian Industrial Commission, and President of the Board of Munitions in India during the war. In 1910 Sir Thomas was president of the Old Students' Association of the College, and later a member of the governing body, representing the Indian Empire.

PROF. T. POWELL, Emeritus Professor of Celtic at Cardiff University College, has passed away at the age of 77. He was educated at Jesus College, Oxford, and was appointed to the Chair of Celtic at Cardiff in 1884, having previously held the post of second master at the Independent College, Taunton. He edited Thomas Stephen's "Gododin," and was a regular contributor to many Welsh periodicals.

PROF. JOHN EDGAR, the second occupant of the Bell Chair of Education in the University of St. Andrews, died suddenly on the last day of the proceedings at St. Andrews. Prof. Edgar, who is widely known through his "History of Early Scottish Education," dealing with Scottish education up to the Reformation, was appointed to the chair twenty years ago, and though not playing any great public part has done much in a quiet way to help forward the development of educational science in Scotland. His teaching experience began at Dumfries Academy, and later he became classical master at the Royal High School, Edinburgh, and Secretary to the Secondary Schoolmasters in Scotland. He succeeded the late Prof. Meiklejohn at St. Andrews in 1902.

MR. MAURICE LEONARD JACKS, the newly-appointed Head Master of Mill Hill School, will probably be the youngest "Head" in the country. He is 28, as compared with the 30 years of age at which the late Sir John McClure was appointed. Mr. Jacks was born in 1894, was educated at Bradfield College and Balliol College, Oxford, and gained a first in Classical Moderations in 1914. He took a commission in the King's Royal Rifles on the outbreak of war, served in France from July, 1915, to November, 1916, when he was wounded in the battle of the Ancre. Subsequently he served as instructor in an Officers' Cadet Battalion until the end of the war. Returning to Oxford, he became Fellow, Tutor, and Dean of Wadham College. He is a member of the Student Christian Movement, has been president of the Balliol Boys' Club, is a guardian of the poor for the city of Oxford, vice-chairman of the Oxford Juvenile Organization Committee, and he has thrown himself heart and soul into social work, particularly among boys.

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CORRESPONDENCE.

MR. FISHER AND SPELLING.

To the Editors of The Journal of Education and School World.

SIRS,—Mr. Fisher has come to the defense of boys and their spelling. Replying to those who said boys on leaving school were unable to spell, he asked in the House; 'Why, Mr. Speaker, when did they know how to spell?' Perhaps irate merchants will fill in the date.

Worse than this, Mr. Fisher spoke contemptuously of the orthographic idol. He declared he '*attacht the smallest possible value to the virtue of orthography!*' Just think of the compilers of Spelling books and dictionaries, of the hours, days, and years spent by teachers and scholars in teaching and learning spelling, to say nothing of the slaps hands inflicted, the tears shed, the endless repetition in riting so-cald misspelt words during and after school hours, of the failures at examinations and consequent loss of situations, and the hindrances to acquiring other knowledge, all for what? That which Mr. Fisher attacht the smallest possible value. As it was asked of old, again be it demanded: 'Why all this waste?'

Can Mr. Fisher leave the question as it is? Should not educationists and true economists demand that which Dr. Howells 'lookt upon as the greatest monument of human folly,' shall be reformed, in the interests of the young, education, literature, and the English language?

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THE MODERN TEACHING OF GEOMETRY.

To the Editors of The Journal of Education and School World.

DEAR SIR,—I hope the letter of Mr. W. E. Paterson in your March issue will not be ignored. The suggestion that a Committee representative of teachers and examiners be invited to draw up a sequence, is most opportune. We welcomed the liberty given us twenty years ago, when Euclid's sequence was dropped, and as long as writers of Geometry books adhered to certain unwritten rules, the number of possible sequences was not great. Certain recent text-books have offended against the unwritten law that Premises should not be redundant. It is well known that there are several theoretically possible logical approaches to the usual theorems about parallels, there is a group of theorems such that if any one is assumed as an axiom, all the rest can be proved; certain text-books have assumed two of these possible axioms. The result of such a process can only be chaos and anarchy, if two such axioms may be assumed, why not three? Why not any number? It is obvious that by assuming sufficient axioms we could get any order we like. By all means let us endeavour to stop the rot at once.—Yours, &c.,

E. W. P. TEMPERLEY.

THE TEACHING OF DYNAMICS.

To the Editors of The Journal of Education and School World.

SIRS,—May I again trespass on your valuable space to reply to the comments of your contributor upon my letter in the April number of this journal?

I would remind him that the subject for discussion was the formal treatment of Dynamics, which boys are expected to study at some part of their school career; many of the points he raises have no bearing on this. The knowledge of mechanics obtained at school is supposed to be sufficiently sound and complete to be useful in the further study of Physics and of Engineering.

Your correspondent complains that there is a desire to teach every branch of Science as if it were a book of Euclid; which means, I presume, to make clear the meaning and significance of terms and statements as they arise. That is the aim in the exposition of any subject, because the treatment is thereby rendered as intelligible as possible; there is no advantage usually in preserving a confused statement, when a clearer one can be given.

Newton's laws of motion were undoubtedly intended to be a system of clear and precise statements, just as those of a book of Euclid. The fact that they are not free from ambiguity is a mere accident; other fields of research made insistent demands

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upon his genius and time, and prevented a more minute examination of these elementary matters. Speculation as to what he himself thought of the adequacy of these laws does not help matters very much, but your correspondent must know the oft-quoted speech in which he disclaims finality in regard to his work. The laws were indeed sufficient for him, but that is no reason why their admitted faults should be retained. Newton's great powers are not granted to every one.

When the principles of the subject are stated in an orderly manner, there is not an excess of reasoning required, as the writer of the report fears, but less than usual, and no sophistry. The experimental work in illustration also is more simple. In short, experience shows that it is possible to get on with the subject more quickly, and this was my reason for proposing the topic for discussion at the Science Masters' Meeting.

Referring to those parts of your reporter's letter which make suggestions of pedagogic crudity, I will first dismiss his statement that I laid stress on philosophical matters with the remark that I did not use any words which could possibly bear such a construction. Also, I did not propose that the whole sequence of ideas in Dynamics should be given too early to young pupils; nor did I make the absurd contention that students, whether young or old, ought not to use results if they are unable to understand how these results have been obtained.

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T. J. GARDNER.

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To the Editors of *The Journal of Education and School World*.

SIRS,—Many of your readers may like to know in good time that the Second Conference of the International Federation of University Women will be held in Paris this summer, from July 15 to 18, for although the number of voting delegates is strictly limited, most of the meetings will be for the discussion of subjects of general interest to all university women interested in educational and international ideals, and will not be confined to delegates.

The Federation has made rapid progress since two years ago the university women of Great Britain and the United States invited those of other nations to co-operate with them in working for the promotion of international friendship and understanding. There is now so much evidence of the practical usefulness of an organization which makes it easy for its members to enter into the intellectual life of other nations, to meet in the countries they visit the people whose interests are nearest to their own, that the founders can see already the ample justification of their faith.

Most of the Conference meetings will be held in the fine old house in the Rue de Chevreuse which Mrs. Whitelaw Reid's generosity has enabled the university women of America to open as a centre of international hospitality. Here representatives of the university women of at least twenty nations will meet to consider such topics as the promotion of interchange between students and teachers of the universities and between teachers in secondary schools, the establishment of travelling fellowships, the possibilities of diplomacy as a career for educated women, the position of married women in the professions, and the value of education in the promotion of international understanding.

Prof. Caroline Spurgeon, of the University of London, will preside over the meetings as President of the International Federation. Those of your readers who would like tickets of admission to any of the meetings should apply to the headquarters office, 92 Victoria Street, S.W. 1.

I am, Sirs, yours faithfully,
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VI.

ENGLISH.

By G. E. S. COXHEAD.

TO guide English boys and girls towards the sea of life through the channel of the English tongue and the English literature is a noble endeavour, how noble let those say who have mastered every detail of the Report on *The Teaching of English in England*. Fortunately experience has shown that importance of aim is not incompatible with lightness of treatment. When Defoe was accused of permitting, in his *Review*, "trivial matter" (inquiry into the characteristics of the age!) to rub shoulders with great public questions he replied that many "care but for a little reading at a time," and "thus we wheedle them in, if it be allowed that expression, to the knowledge of the world, who, rather than take more pains, would be content with their ignorance and search into nothing." That remains to-day the justification of the supplementary aids to the teaching of English. The task is far greater than his, the introduction into the whole of life. Pedantically treated the result is hatred of English Literature. Why not remember then that Steele and Addison, who worked out Defoe's vein, have lived and triumphed? It was said of them: "Since their days the moral terrorizing of Cromwell's partisans, and the cynical libertinage of Charles II's court, have become equally impossible." Is it beyond our dreams that it shall be said of us: "Since their days the stilted deadening of the love of literature with its reactionary cultivation of the vulgar and the vain have become equally impossible?"

*Alexandre Beljame—*Le Public et les Hommes de Lettres en Angleterre*, 1660-1744.

What one teacher regards as supplementary another may of course regard as normal. There need be no quiver of the heart—or the pen—over that. It is not so much a difference of opinion as of opportunity. If time and circumstance enable some individuals to employ in their ordinary course what is here dealt with as supplementary let them rejoice: there is no eliminating fortune from the affairs of life. What is essential is that in handling such varied work the treatment too must be full of variety: that established, we may label it as we please. Most of us, I imagine, will regard as supplementary the aids discussed here.

Talking precedes writing, reading precedes appreciation: that gives an order for our "aids." Recitation and school libraries, with which are associated Home Reading and Reading Circles, lead the way. These are doubtless in general use in every school, but a word on their more ancillary services may be helpful. With young children—to 11, say—recitation is a great favourite. They love it. Their love will not be lessened by an occasional Recitation Competition, conducted in some such way as this. The class are given to learn a short poem, more rarely a passage of prose—a fable, an incident, a description. Sometimes the same poem is selected for all, sometimes they are allowed freedom of choice. They are informed that they will recite it on subsequent days in batches of about six; that the rest will criticize these efforts in any way they wish, *magistra adjuvante*, and will decide, by vote, on the best; that finally the victors will recite another poem, and by the same process the laurel wreath will be awarded. Properly handled, pronunciation, enunciation, intonation, vocabulary, gesture, bearing, all the salient marks of oral-expression improve discernibly from competition to competition and even from batch to batch, while the joy of it all has to be seen to be believed. And if the passages chosen are of the right sort a beginning has been made of that "body of standard literature" so rightly advocated by the inspectors of the Board of Education.

In the Middle School (11 to 15) recitation is fully as important as among juniors, in some respects more important. Unhappily, it is often less frequently practised. Yet at the point where the multiplying of subjects and the greater demand on the reflective powers are bound to militate unfavourably against that happy, home-like spirit that is the breath of Junior School teaching, any device that helps the informal atmosphere to persist should be especially welcome. To prevent the deadening effect so generally noticed at this stage few aids are more helpful than recitation, especially when tinged with the competitive element. With those who have been accustomed to it, its continuation is easy; with others it is much more difficult. Self-consciousness with its attendants, self-repression and the habit of inarticulateness, are the obstacles to be overcome. Let no one be deterred by the bugbear of fostering conceit: attack on the inarticulate is of such immensely greater moment as to render considerations of the sort practically negligible. Skilful persistence in recitation can give voice to even the inarticulate, particularly if they find themselves (literally) on a stage.

Besides pictures the stage is the only material subsidiary adjunct essential to the teaching of English. A piece of apparatus that will serve many ends it merits a word of description. The kind of stage to which I am referring is portable. For many reasons, including cleanliness, the master's dais should be constructed in sections fitted with folding legs fully 18 in. high. One or more sections can readily be detached, the legs unfolded, the sections replaced side by side, and there at once is a stage admirably suited to the purpose in hand. Every one who has addressed an audience knows the advantage of speaking from a suitable height; every one knows, too, the strain such conspicuity imposes. To acquire the advantage we must master the strain. So must the boys and girls—and they do. An individual, less nervous than his fellows, asserts himself over his environment, rivalry sets in, the leaven

of the sense of power begins to be subtly diffused: it may even leaven the whole. Once the class is at home with this eminence the stage may be extended to other purposes, the delivery by members of the class of the whole or part of a lesson, the presentation of dialogues or class-plays, even—with modifications to be described later—of the school play. Whether such extensions of service are adopted or no the recitation competition should be continued throughout the Middle School, while to assist towards the retention of the passages learnt some victors at least should be included in the programmes of every sing-song, given by groups of forms or by the school.

In most of this work the master's part is mainly self-effacing—the necessary guidance and no more. But where the competition has proved that the standard of the class is low it would be well for him to read (or better, recite!) one or more passages himself, partly to assist the aims already stated, partly also to afford practice in the valuable art of listening. If he wishes he can test for the meaning by calling for the gist of the sense, either orally or in writing.

Competitions of that kind are bound to re-act healthily on the use of the school library, or better, libraries. Competitors, when allowed to choose their recitations, should be encouraged to select from their own library, a course which predetermines in a measure the nature and the contents of the libraries. These should be form libraries housed in the Form room, and especially arranged by the Form master or the teacher of English, under the general supervision of the senior English master or of the Head himself. On that plan the books are familiar to the teacher (great point!), they are suitable to the stage of development of each form, they overlap in contents, or should, they are accessible and they *will be used*. No trouble can be too great to provide the right books, none to secure free yet ordered access. In these libraries the "body of standard literature" that is to be the minimum for all *must* be lodged. For the subsequent purposes of comparison there should be the school library and the reference library. But without the form libraries these last have an awkward way of being dignified and imposing, but empty—of boys! Before you can compare you must have something to compare with, and the form libraries furnish the opportunities by which the necessary growth in the power of comparison may be attained. And if the form library includes sets of the half-dozen books the teacher wishes every boy to read while in that form the services of Home Reading (and of Reading Circles) can be effectively enlisted to ensure that the growth is natural, connected, and adequate. Incidentally, it should not be forgotten that Home Reading may extend our influence, where it is very desirable to extend it, to the home. We can never be sure that other members of the family may not be "wheeled in," and at times in what would appear to be very unlikely quarters.

The reading, reciting, and discussing of graded literature have a natural climax, so far as outward expression goes, in the school play. (There are still secondary schools which either have no stage at all or none adaptable to the representation of a play. Where nothing else can be obtained our portable stage affords a workaday stopgap. Place five or six sections together (numbered), insert their legs into two stout transverse beams a foot or more high, pierce the platform thus obtained with holes to carry the uprights of the proscenium, the wings, and the scenes, and you have a miniature stage sufficiently large for the presentation of such a play as *A Midsummer Night's Dream*. If all the parts are numbered the stage can be put together by persons previously quite unacquainted with the details.) Itself a vigorous incentive, it is to the long indirect preparation for it, no less than to direct rehearsals, that the teacher of English assigns the value of the play. Of these indirect preparations the last to be touched on here will be the informal school concert or sing-song. One or two might well be held in each of the winter terms. In addition to recitations they should include dialogues, one or two ten-minute

plays, of which there are now numbers available, or scenes from longer plays, including Shakespeare's. With encouragement boys and girls will produce original efforts suitable for the purpose, itself a stimulating plan. Rehearsals for these afford refreshingly effective opportunities for combating that persistent fundamental difficulty, oral expression. Phonetic methods of treating it are slowly coming into their own, but at present comparatively few schools have teachers who can employ them. Reliance must therefore be placed on the imitative method, and strong as the power of imitation is with the young its limitations are equally marked; the painfully acquired pronunciation is cast away with fatal ease and light-heartedness. But with the knowledge that their efforts will have to face the criticism, however sympathetic, of possibly the whole school, the actors are avidly desirous of being correct, and the teacher is refreshed with the consciousness that he has at last real access to a hitherto impervious ear. Once a serious beginning is made further progress is rapid; except with a thoroughly bad intonation, for which only the most skilled phonetic treatment can provide an approach to remedy.

A brief word on one other of the many services rehearsals can render, the introduction to life through the study of character. Discernment of character is quite embryonic with the young. How should it be otherwise, since it comes with experience of life? The oft-repeated statement that children quickly detect the character of the teacher is very misleading: where they are unerring is in detecting the presence or absence of strength, justice, sympathy. Other qualities and that hidden spur for the display of them, motive, grow slowly to their comprehension. Towards realizing these, rehearsals are a positive revelation. A boy is playing a rôle. Until he knows what his new "character" wants to do, his "words" are more or less obscure, even meaningless. But when he grasps that the motive is at one with his own occasional desires, akin to *himself*, human, the character begins to live to him. The result is an astonishing jump forward in intelligent expression, often on the part of boys previously regarded as dull, with equally astonishing changes in the teacher's appraisal of boys he may have felt he had long gauged with fair exactness.

Happy the school, too, that is so situated that it can inspirit its play by taking the actors, and others, to public performances of standard plays. That is all to the good, if merely to counteract the more equivocal appeals made by the stage and the cinema. Good taste can be developed as well as bad. But with boys actually engaged in rehearsing, the stimulus of witnessing a good performance of their own play is very great, for then they run the full gamut of their training, see the relation of their own parts to the whole, and observe the illuminating force of facial expression, of bearing and gesture, displayed by actors who are "not speaking" no less than by those who are. And while their minds are thus quickened by their own desire to act it should go hard with them if they hear nothing of what the play as a whole has to tell.

When supplementary aids have done their best towards widening the pathway into life provided by our language and literature they can be turned towards exhibiting the place along that path to which they have assisted in promoting English boys and girls—they can provide opportunities for self-expression. Says the Report: "The capacity for self-expression is essentially the measure of the success or failure of a school, at any rate on the intellectual side." Hard words, almost disheartening words when one reflects upon the tongue-tied material the teacher is often called upon to handle. Yet lack of courage, never a virtue, is to-day almost a crime; it is not the hardness of the words on which we should linger but their truth, for they are deadly true. For this great task we have two serviceable subsidiary implements at least, magazines and debates—debates (not discussions, which are the stock in trade of all healthy oral work) conducted according to the rules of debate, time limits, speaking once, and so forth.

These rules compel a boy to review all that he wishes to say, to place his thoughts in order, including his assent or dissent with previous speakers. Debates are thus the climax of discussions, and should therefore be first introduced to the boy in class, where he will soon realize, by early failures, the relation between the two. They can then be extended to sections of the school and to the whole school. In the earlier debates, as in early discussions, it does not matter greatly what a boy says, so long as he says something; it is the habit of not saying anything that has to be overcome. Begin early, therefore, and handle gently. At the outset a skilled chairman is everything, hence the rôle should be taken by the master. Sarcasm is fatal: his business is to encourage, to elicit. Later, the boys should occupy the chair themselves, preferably in turn, for chairmanship is a great quickener of intelligence. The subjects debated should be within their common experience, and highly contentious, the more contentious the better. "That the manual work suitable for boys is suitable for girls, and vice versa" is a good example. Above all things never be discouraged with the apparent paucity of result. Make debates really the climax of all those casual (i.e. natural) discussions that make every subject an "English" subject; in other words, deprive them of the taint of the artificial that pervades most prepared subjects, and they remain almost the most effective means of cultivating lucidity of thought. If the thought is not lucid, the attempt to utter it will not be lucid: the speaker will face the mortification of discovering that he has said only a fraction of what he intended to say, or that he has put his case confusedly. In either event he will be misunderstood, and eventually, always under sympathetic guidance, will seek for the remedy. His subsequent attempts should be better. He may not become eloquent, which is unnecessary, but he may become articulate, which is essential.

For written self-expression the form magazine is a rough parallel to discussions, the school magazine to debates. The problem is still the same—to get boys to contribute at all. Hence, with form magazines, preferably manuscript, the editor's hand should be conspicuously absent. Everything should be welcomed, and, where possible, applauded. The persistent *interest* (not *editorship*) of the master is the antidote to the meteoric career of many of these productions. Vigorous form magazines make a vigorous school magazine. Without them editors of the latter frequently complain that they cannot get their comrades to take active interest in what should be their general concern. Even with them the thing is difficult. That is largely due to the fact that boys are expected to go to the magazine, whereas the magazine should go to the boys. It is not sufficient to announce in editorials or in the Assembly Hall that their contributions will be welcomed; until the habit of contributing is established most boys are far too shy to put themselves forward in that way. Yet it is precisely "themselves" that we do want put forward. Occasional class essay competitions throughout the school may prove stimulating, the announcement being made that the attempts of some of the winners will appear in the magazine. The subjects may be chosen by the boys themselves (but written in class), or they may be set to the whole school or a section of it. Boys may be personally invited to contribute to the school notes; to try their hands at verse-making; to invent and set acrostics and similar problems; to furnish "original" jests, to resurrect the glories of the school as depicted to them by father, if he is an old boy; to describe the old school, in cases where new buildings have been erected; to narrate the experiences of relatives abroad; even to ventilate healthy grievances. The devices are legion. The trouble is that almost every boy will require at the outset personal approach, which should therefore not be left to the editors but should be the concern of the seniors and of the whole staff. What appears in the magazine is the business of the Magazine Committee; what is sent up to it is the business of every one.

In making these suggestions I have had in mind mainly those who are responsible for the formal teaching of English, though not specialists in the subject. They apply of course, in varying degrees, to every teacher in English. There is, after all, no supplementary aid to the teacher of English comparable with the wholehearted co-operation of all his colleagues.

UNIVERSITIES AND SCHOOLS.

ENGLAND.

The question of co-operation and inter-working between British Universities has at last received official consideration. At the annual conference of the Universities of Great Britain and Ireland held in London on May 13, attended by

Conference of Universities. sixty representatives, a discussion of this subject was initiated by Dr. Farnell, Vice-Chancellor of Oxford, who admitted that it was becoming a physical and almost a financial impossibility for every university to teach everything. He favoured a certain degree of localization, *e.g.*, the teaching of metallurgy at Sheffield, and of selection in the case of subjects with few students such as Assyriology and astronomy. Mr. Fisher sensibly advocated the elaboration of a policy in this matter by the Universities themselves in preference to Government dictation. The country was in for a few lean years and the Universities would have to husband their resources. He suggested that University statutes might be amended so as to facilitate the migration of particular students with a view to their obtaining the advantages of specialized teaching. Dr. J. C. Irvine, Vice-Chancellor of St. Andrews, advocated the control of higher study and research within each University by a board or standing committee which would deal with the promotion of research and grants for travelling and publication.

Oxford. Mr. A. J. Jenkinson is contributing to the *Oxford Magazine* a series of articles on the Royal Commission Report. He is opposed to a large block grant from the Government, preferring the allocation of grants to specific objects. Dependence on annual grants is inconvenient if not contrary to the interest of the University. If the University "merges a more or less permanent subsidy in its general fund and makes all its activities dependent on money voted annually by Parliament out of the taxes, its subordination to a Department of State is only a matter of time."

Cambridge. The Chancellor, Lord Balfour, has been presented with an address expressing the Senate's high appreciation of his work at Washington and congratulations on his appointment as K.G.

The Financial Board has submitted to the Senate a report on Pensions for Assistants, Clerks, and Servants in University Departments. The retiring age proposed is to be sixty-five, and 5 per cent of salary is to be contributed by the employee and by his Department. Interest is to be allowed at 4 per cent. Certain older pension funds are to be amalgamated.

Mr. H. D. Auchinloss and Mr. H. P. Davison, Jun., of New York, are offering a scholarship of 2,000 dollars to members of the University, the scholarship to be tenable at Yale University. "The purpose of the donors . . . is to enable an Englishman to take part in undergraduate American life and therefore social qualities and athletic abilities as well as scholarship will be taken into consideration in making the award."

London. Presentation Day took place with the customary ceremonies on May 4. The Principal's Report shows vigorous growth and abounding vitality.

Candidates for all examinations numbered 27,237, comparing with 11,920 for 1913-14. The relative increase on the Internal side is notable. Whereas Internal and External candidates for degrees balanced at about 900 each immediately before the War, the numbers are now 1,543 Internal and 912 External. One of the most significant statistics is for the roll of Internal students, which now comprises 8,758 names as compared with 4,888 in 1914. Benefactions during the year make no great show, as is to be expected; nor does the record of developments in the organization of teaching present anything out of the ordinary. The establishment in "the near future" of a post-graduate medical school attached to a centrally-situated hospital—the name of which was not divulged—was foreshadowed, and also of an Institute of State Medicine which is to be endowed by the Rockefeller Foundation. Both developments will help London to realize its Imperial position. Without wishing to overstrain the meaning of the word "Report," one may regret that the Principal is so spare of

words in expounding the University's hopes and aspirations. Are those 8,758 Internal students, it may be asked, a happy band of brothers joined by a common loyalty? Inferentially an affirmative answer is given by the Principal's announcement of the formation of a Union Society which "appears to be on the high road to a stable success," and for which temporary accommodation has been found on the new Bloomsbury site. Any evidence that the University is beginning to realize corporate consciousness is welcome.

The battle of the sites has re-opened with redoubled fury. Notwithstanding the proverb which warns us against looking a gift horse in the mouth, Dr. Little, who claims to represent the medical graduates on the Senate, has stated his views on this question with great candour in a letter to *The Times*. Referring to the Bloomsbury site which was purchased by the Government for the University, he suggests that "A site without buildings, and with little prospect of building, is not an exhilarating exchange from even the present exiguous accommodation enjoyed by the University administration"—better the mutton chop than the "costly china plate." What impression a letter of this kind may produce on the public one can only surmise. The Senate after full and prolonged discussion have adopted *en principe* the policy of removing the headquarters of the University from South Kensington to Bloomsbury. In these circumstances, guerilla warfare might well be left to outsiders, such as the redoubtable Captain Swinton, whose advocacy of the Holland Park site is pressed with considerable ingenuity in the *Nineteenth Century* and elsewhere.

Convocation meeting on May 3 had a full and important agenda, which opened with an exciting contest for the Chairmanship between Dr. R. M. Walmsley and Mr. Sidney Webb. More than 500 members attended to record their votes, and in the result Dr. Walmsley was elected by a substantial majority. Dr. Walmsley is Principal of Northampton Polytechnic and a member of the Senate of long standing. The vacancy arose through the retirement of Sir Edward Busk after thirty years of service as Chairman. His distinguished record of University work includes membership of the Commission which helped to re-constitute the University in 1900 and a period of office as Vice-Chancellor. He was for many years Chairman of the Goldsmiths' College Delegacy, and took great interest in the military work of the University, serving for several years during and after the War as Chairman of the Military Education Committee. At the advanced age of seventy-eight he retains a full measure of energy and goodwill, and may fairly claim to be the Nestor of the University. His knowledge and experience will be greatly missed.

At the same meeting of Convocation, an interesting Report was received on the extension of the activities of the University. The Report, which stresses the need for establishing a relationship between the University and the skilled crafts, is written in a curious early Victorian style. A quotation will serve to illustrate. "The keynote of the present proposals is not the creation of a new profession or a new class of *talking* professors—of these among our industries there is already a plethora—we prefer to find means of discovering and encouraging the best *workers* and the best *instructors* to be found *within the ranks of those who work with their hands*, and to entrust to such the training and discipline of the generation who are to follow them in the world's workshops." A resolution was adopted by Convocation favouring co-operation between the University and the City and Guilds of London Institute, the London City Liveries Companies, and similar organizations, such as the London Chamber of Commerce and Trade Education Societies, in their attempts to reach the ranks of the skilled workers. Resolutions were also adopted advocating teaching experience as a necessary qualification for the Teacher's Diploma and for facilitating the admission of teachers to the Ph.D. degree by allowing such to offer a thesis on some pedagogical subject.

Durham. Dr. Wickham Hurd was re-elected Clerk of Convocation. The election of Dr. Arthur Robinson as Vice-Chancellor calls to this high office a graduate of the University who was for a time a secondary school teacher. He is at present, Professor of Logic and Psychology.

Leeds. The University has addressed to the University of Padua a graceful letter of congratulation in Latin on its seventh centenary. "Unhappily," the letter states, "we cannot send a delegate to you: we can recall, and we delight to recall, the debt owed to your University by Britain and all mankind." Then are recited the names of some great Englishmen who sought inspiration

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at Padua, including William Harvey, the discoverer of the circulation of the blood, a worthy student of the University which Vesalius adorned, the Father of Anatomy.

The list of honorary degrees to be conferred in the autumn includes the name of Sir Richard Gregory, who is to receive the D.Sc. degree.

WALES.

Welsh County Schools Association. This Association of Head Masters and Head Mistresses of Secondary Schools in Wales met at Llandrindod Wells on April 28 and 29, under the chairmanship of Mr. D. E. Williams, the head master of Gowerton County School.

There were several interesting discussions on current educational topics and some valuable papers were read. The recent report of the Welsh Department on certain aspects of the work of the intermediate schools was subjected to a good deal of adverse criticism; and the members present felt that the Department has not yet wholly abandoned its practice of giving undue and unfair prominence to certain uncomplimentary remarks in the reports of the examiners of the Central Welsh Board. Criticism which is felt to be unfair and one-sided is usually ineffective. The meetings were addressed by Mr. O. Glynn Jones, H.M.I., on "War Savings in Secondary Schools," who in a forceful speech, urged upon all school authorities the importance not only of helping the country financially at the present time, but also laid great stress on the educational aspect of the scheme.

The Teaching of English and Classics. Interesting papers on the recent reports on the Teaching of English and of Classics were read by Miss Rowlands, of Ruthin School, and Mr. Lloyd of Newport High School. The former report has only the slightest reference to conditions in

Wales, but its general conclusions and its broad and sympathetic treatment of the subject are of the greatest possible assistance to Welsh teachers. Language teaching is of course complicated by the bilingual character of the people, and Wales has to face peculiar difficulties in the way of teaching English and also to resort to special methods in a great many of the schools. All the same, the above report contained many valuable suggestions which can easily be put into practice in the Welsh Secondary Schools. The position of Greek especially is causing much heart-burning, and there exists a genuine apprehension that it will disappear as a school subject. The Central Welsh Board is so impressed by the precariousness of the position of language teaching in the schools that a special session was devoted to it at the meeting held at Colwyn Bay. It was generally agreed that the unfortunate policy of the University of Wales of allowing candidates even to gain high honours in Latin without the slightest acquaintance with Greek was very largely responsible for the present position. This system of separating the two classical languages was generally regarded as educationally indefensible, and therefore should be revised at the earliest opportunity. An unfortunate result of this policy is that it is well nigh impossible to obtain men or women from the University of Wales who are qualified to teach both Latin and Greek in the schools to a high standard.

Deficiency Grants. Some excitement was created when the circular of the Board of Education restricting the operation of the deficiency grant to schools supplied by local authorities, was first issued. As the Welsh

Intermediate Schools were established under the Welsh Intermediate Education Acts of 1889 and are only aided by the local authorities, it was feared that they would not be entitled to a share of the deficiency grant under the terms of the Circular. The answer of Mr. Fisher to a question in Parliament by Mr. Morgan Jones, M.P., is, however, somewhat reassuring, because it is apparently the intention of the Government to deal with aided schools on the same lines as provided schools, but a definite pronouncement on the position of the Welsh Intermediate Schools will no doubt be made at an early date. To lose their share of the deficiency grant would be a serious setback to these schools, and therefore it is impossible to believe that the Government contemplates such an act of injustice.

Another conference to discuss the details of the scheme drawn up by the three sub-committees will be held at Llandrindod Wells on June 2.

The National Council of Education.

That the question of representation is the crux of the situation is made evident by the issuing of two schemes of representation. According to the scheme recommended the Council will be composed mainly of representatives of local education authorities, with Glamorgan,

with its thirty-one members, greatly preponderating over the other authorities. The Council will be a huge elective body, and therefore of doubtful efficiency. It will be difficult to preserve its democratic character because from its unwieldiness it will not be capable either of initiating any policy or exercising any real control. Its chief functions will therefore of necessity be allocated to executive committees which will be to a great extent independent of public opinion. No doubt ultimately, when many possible solutions have been tried, a scheme will be evolved which will meet the requirements of the problem, but just now Wales seems to be too prone to establish huge governing bodies which rapidly degenerate into mere debating societies with no constructive policies.

Guild of Graduates. The Guild of Graduates has elected the following representatives on the University Courts: Mr. Edgar Jones, Prof. Ivor Williams, Mr. F. E. Rees, Mr. Ernest Hughes, Profs. Parry Williams, G. A. T. Davies, Campbell James, and Phillips, and Miss Vivian, of Newport. Profs. Morgan Watkin and Parry Williams were also elected on the Board of Celtic Studies.

School Fees. The Welsh Department has written to the Monmouthshire Education Committee recommending the raising of fees of all pupils at the Secondary Schools during the next school year, but no definite decision has been given up to the present. Since the fees in this county in the secondary schools are either non-existent or very low, it appears that it might be possible to conform with the recommendation without inflicting much hardship on the parents.

SCOTLAND.

The Universities (Scotland) Bill. Presented to Parliament last session, and subsequently withdrawn in consequence of the opposition it provoked, The Universities Bill has reappeared with some considerable changes, and has been passed by the House of Lords. The device by which conflicting opinions have been conciliated in order to get a measure likely to secure general agreement is to give the four universities power to draw up ordinances on the matters at issue. In addition to the establishment in this way of an age limit for principals and professors, and of a supplementary pension scheme for them, provision is made for ordinances for the admission of lecturers or readers to the senates on certain undefined conditions and for lecturers or readers coming from another university becoming members of the general council after one year's service. The Bill falls short of the demand of the junior staffs of the universities for representation on the governing bodies, but if the schemes for their admission to the senates, to be embodied in the several ordinances, are conceived on generous lines, most of them will be fairly well satisfied.

Sir James Barrie, Lord Rector. There was a time when serious-minded students protested against the election of politicians to the rectorships of the Scottish Universities, and argued—usually in vain—for the honour being given to distinguished men of letters. During the War the university population had something more engrossing on hand than election fights, and the non-political Lord Rector got his chance. The appointment of Sir James Barrie to the Rectorship of St. Andrews, made after the war but under its influence, has been such a triumphant success that the argument for the man of letters versus the politician as Lord Rector has been much strengthened. Greatly daring, Sir James couched his address and the many incidental speeches at his installation last month in the combined strain of wit and wisdom that is all his own, and played the part of the student among students with an abandon which carried all before it. His whimsical humour, due, as he explained, to McConnachie, the incalculable double who led him into all sorts of vagaries in spite of the restraints of the sane practical Barrie, revealed him indeed as the Student that Never Grew Up. Never was such a Lord Rector as this, chaffing grave dignitaries, playing comical cricket with Earl Haig and Principal Irvine, obviously enjoying the whole game of installation. It was fitting that the theme of his address should be the high courage of youth, and that he should enter into the lists for the young in the perennial conflict of youth and age. It was fitting, too, that remembering his own career and the careers of many Scottish students, he should end up an address that sometimes charmed and sometimes thrilled, and that never lost its grip, with a panegyric on the "poor proud homes" which

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had been Scotland's oldest university. Earl Haig, who made his debut as Chancellor of St. Andrews on this occasion, was in a manner eclipsed by the Lord Rector, but his turn will come in due season. Scotland's oldest university is fortunate in having two such men in its highest posts.

Advantage was taken of the gathering at St. Andrews for the installations of Earl Haig and Sir James Barrie to confer honorary degrees on a galaxy of distinguished people. There were men of the Army and the Navy like Colonel Freyberg, V.C., whose valour was used by Sir James Barrie in his address as an illustration of the "lovely virtue" of courage, and Admiral Wester Wemyss; men of letters like Mr. Galsworthy, Mr. Hardy, Sir Sidney Colvin, and Sir William Robertson Nicoll; a great artist, Sir James Guthrie; the Lord Provost of Glasgow, and most outstanding of all, Miss Ellen Terry. No one grudges the recipients of these degrees the honour done to them by the University or the University the honour it gains through its association with them. But this star list with the lists of the other universities and the ordinary list of St. Andrews has caused a good deal of comment on the whole subject of honorary degrees. One aspect of the question was touched upon at a meeting of the General Council of Edinburgh University on the same day as the St. Andrews' celebrations. In moving that a committee be appointed to inquire into the regulations under which the degree of Doctor was conferred in the various faculties with a view to modifications of them, Mr. Neil Maclean, advocate, said that it seemed perfectly ridiculous that if some man discovered a poleless and railless method of tramway traction he should be honoured by the university not as a Doctor of Science, but as a leading light in jurisprudence. That criticism is quite sound, and calls for some new way of marking academic appreciation of public service in any sphere. But the difficulty goes deeper. It is in the fact that the choice of honorary graduates is entirely a matter for the senates, theoretically without aid from outside suggestion. That means that people of professorial rank figure to an unduly great extent on all the lists—this year, excluding the St. Andrews' special graduation, sixteen of the thirty-four LL.D's created are professors—and that achievement by men outside the charmed circle is mainly recognized in the case of persons who already enjoy great reputations. If the Edinburgh Committee, strengthened as was suggested by the co-operation of similar committees in the other centres, can indicate a better method of selection than the present, it will probably find no warmer welcome than from members of the senates, most of whom find their present task both irksome and unsatisfactory.

In an address to the Midlothian Branch of the Educational Institute Sir Donald Maclean advised Scottish teachers to accept the change from a non-contributory to a contributory scheme of superannuation, as the teachers' contribution to national financial stability. There is, however, a growing determination on the part of the rank and file of the profession to oppose the proposal. What seems to weigh with them is not merely that the superannuation scheme in its present form was one of the factors taken into account in fixing the Minimum National Scales, and that the change to that extent involves a certain breach of faith, but even more the fact that the 5 per cent deduction from salary is likely to be but the beginning of a larger scheme of deductions once the authorities are compelled to finance their schools on a reduced grant. Statistically-minded teachers further contend that 5 per cent is an excessive figure. The matter was illustrated thus at a recent meeting: Assuming, it was said, that a teacher serves for forty-five years on a salary of £130, rising by £10 per annum to £300, and reckoning compound interest at 5 per cent, it may be calculated that the pension fund arising from a 5 per cent contribution on such a salary will, on the date of retiral, amount to £1,881. This is sufficient to pay the maximum lump sum of £450 and to provide the annual pension for thirteen and a quarter years. To obtain, therefore, the full benefit of such a scheme, the teacher must begin duties not later than her twentieth birthday, teach till the age of sixty-five, and live till she is seventy-eight. Only after that will the State begin to make its "contribution" to the retired teacher, as compensation for the withdrawal of her certificate.

The establishment of county areas by the 1918 Act has greatly intensified the difficulty of making right appointments and promotions in the case of teaching posts, and both authorities and teachers have turned their thoughts to the matter in the last year or two. The latest experiment, made by the Edinburgh

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(Continued on page 364)

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Authority, with a view to eliminating canvassing, both direct and indirect, must be added to the list of plans of appointment that have failed. Some time ago the Authority agreed that candidates for important posts should be known only by numbers. But the zeal and ingenuity of the canvasser, aided no doubt by the objection that some members of the Authority had to making appointments where personality counted for much in this impersonal way, has led to the breakdown of the scheme. It was found that in certain cases some of the numbers by a mysterious process came to have a person associated with them. The problem is admittedly a difficult one, partly because there are forms of canvassing which are legitimate and honourable, and partly because the temptations to any kind of canvassing are very great. But if the Authorities were to invite the co-operation of teachers something might be done to prevent the grosser forms of canvassing. The Institute's code of professional etiquette contains a prohibition of canvassing in those cases in which an Authority has an express rule against it. That prohibition cannot be enforced till the Authorities show that they really respect their own rule. Let them begin with that and they will be able to appeal to the sense of professional decency which finds expression in the code of etiquette.

IRELAND.

The annual meeting of the Irish National Teachers' Organization which was held in Dublin in Easter week, provided an opportunity for the Ministers of the Free State to make a public statement as to their educational aims and policy, and also for the National Teachers to urge their proposals for educational improvement. Both Mr. M. Hayes, the Minister of Education in Dail Eireann, and Mr. F. Lynch, the Minister of Education in the Provisional Government, delivered addresses. Mr. Hayes declared that teachers in Ireland whatever their class or creed had nothing to fear from the new Government. The Government's aim was a Gaelic or Irish Ireland, an ideal to be attained mainly through the schools. The whole-hearted interest of the Irish people and the goodwill and co-operation of the teachers were necessary in the effort being made for the success of education in Ireland. In the new conditions of affairs teachers would have due voice, due weight, and due consideration in educational plans, schemes, and programmes. The new primary programme had been very largely the work of primary teachers, while secondary teachers were represented on the committees of the Commission who were drawing up the programme for secondary schools. While the millenium had not arrived for the teachers, in future administrations they might anticipate that their co-operation and advice would be expected. In the long run educational progress in Ireland must depend on the interest people took in their educational problems. Mr. Lynch referred to three things: first, no injustice from officials towards the teachers would be tolerated, and the inspectorate would be expected to maintain friendly co-operation with the teachers. Secondly, he outlined the scheme for teaching the Irish language to teachers, and stated that it was intended this summer to close the national schools in the country districts for three months in order that the teachers might have the opportunity for intensive study of the language. And thirdly, he invited definite information from the congress as to their proposals in the matter of pensions, as the Government were fully aware of the many sterling services rendered to Ireland by the older teachers.

The Congress itself then discussed the new programme, the classification of teachers, the relation of inspection to examination, the university training of national teachers with an appreciation of the action of Trinity College, the connexion of primary and secondary schools, and a proper pension scheme, but above all it urged the need of a new Compulsory Attendance Act. Ireland as compared with England or Scotland presented a sad spectacle in regard to attendance. In Scotland the percentage of attendance of children on the school rolls was 86, in Ireland 69. But the position was worse even than on this showing, for in Ireland there was a large number of children of school-going age whose names never appeared on the rolls, and allowing for this the average would certainly not reach 60 per cent. Add to this that the school leaving age was twelve, and it was easy to see how much leeway was to be made up in Irish education. The progress and prosperity of the country would be little without the trained hand and mind of the citizen.

The scheme for teaching Irish to the teachers referred to above in Mr. Lynch's address has been issued in a circular from the National Education Office. Outside Dublin and Cork the course will begin on July 4 and end on August 25. National schools in which the majority of the teaching staff are called up for training, will be closed on June 30 and will reopen on September 25. In Dublin and Cork cities, the schools will close for July and August only, but from June 1 to June 28 the schools will be open only up to 12.30 daily, and during this period teachers will be required to attend an afternoon course of instruction in Irish five days a week. Teachers who hold full or bilingual certificates and teachers who desire to become professors will be afforded opportunities to gain greater proficiency in Irish.

The authorities of Dublin University have issued in book form the War List of the University. It includes the names of 3,042 members of the University, 450 members of the Officers' Training Corps who were not members of the University, 26 employees of the College, and 11 who were in the employment of the College Printing House, making a total of 3,529 names. Four hundred and fifty-four members of the University were killed or died on service, and 343 others were wounded. The list includes 869 undergraduates who gave up their college course to serve in the war. To perpetuate the memory of those who died, a War Memorial Fund was inaugurated two years ago, and over £6,000 has been collected, but an appeal is made for £2,000 more to carry out the scheme which the Executive Committee have proposed, and which the General Committee have approved. It has been decided that the memorial shall take the form of a Hall of Honour, to be built as a vestibule or entrance to a new library reading room, with the names of the fallen inscribed on the walls of this new hall.

It has been definitely decided that there shall be two Registers of Intermediate School Teachers in Ireland. The Acts of Parliament leave no option in the matter, and the resolutions of the Registration Council itself and of the Intermediate Board have had no effect. Up to the present the Ministry in Northern Ireland has not appointed a Registration Council, nor has it admitted any names to registration on its own account. Its position, however, is this: that all teachers who were registered or provisionally registered before the "appointed day," viz. February 1 last, when the Northern Government took over the control of education, are to be deemed as registered or provisionally registered in the Register of Intermediate School Teachers in Northern Ireland. So long as teachers satisfy the requirements of the regulations, the Ministry is prepared to register them irrespective of whether they are domiciled in Northern or in Southern Ireland. These regulations will probably necessitate a reorganization of the Registration Council in Southern Ireland, but whatever happens, one may hope that the two Councils will try to work on the same lines and to co-operate so far as is possible.

FOREIGN AND DOMINION NOTES.

FRANCE.

While the War lasted its horrors were endured as being necessary to the attainment of eternal peace. In "philosophie," Not chosen deliberately, the method seems to have been illusive, and we have the French *Journal Officiel* indicating new military Bills "en vue de la guerre." Nor do International Conferences prove exactly Love Feasts. What then is to be done if we would harmonize mankind? We must work in the world of thought, say some, and begin with the young and in the school. The French *lycée* has a "classe de philosophie," with pupils seventeen or eighteen years old, a class to which the English public school has no parallel. What is being taught and what ought to be taught in "philosophie," these are questions considered by M. André Jousain in the *Revue Universitaire* (xxxi. 4). He would remove from the list of authors to be studied, Kant "écrivain médiocre et obscur," nor stuff young minds with a barbarous vocabulary all bristling with technical terms peculiar to their German inventor. We remark, in passing, that Victor Cousin, censorious of Kant's metaphysical system, extolled his moral system as belonging to all ages. Above all, M. Jousain would eject from the school Spinoza, from whom—according to Victor

(Continued on page 368.)

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Delbos—the vaunted metaphysics of a Fichte, a Schelling, and a Hegel were derived, who identified might with right, and who held that the acts of the criminal and the acts of the righteous man were equally necessary. In short, M. Jouslain is minded to expel Germanism and to honour more highly than now Descartes, Pascal, Malebranche, Condillac, and Taine, “à moins qu’on ne se propose expressément d’apprendre aux élèves à penser à l’allemande et à mal écrire en français.” Now, what of philosophy is taught in French schools is the business of France. As for England, the sins of one generation of Germans do not obliterate in our eyes the achievement of preceding generations, nor can the vigorous German race cease to be productive in the fields of literature and science. We cannot afford to exclude Germanism from our schools and universities. In poetry the German Indigenous Epic of the Middle Ages is as indispensable to the student as the cycle of Homeric poems, and in philosophy to ignore Kant would be to ignore a potent influence in modern thought.

The opposition between France and Germany concerns us only as it touches education. To uphold herself France needs intellectual forces—an abundance of highly trained minds. Her inferiority at present is perilous. In 1920 in her Public Establishments of Higher Education (Strasbourg University included) there were only 45,117 students; in German universities and other *Hochschulen* (Königsberg University excluded) there were 84,506. The Budget de l’Instruction publique this year has been *rogne*, that is to say, “axed.” “La jeunesse déserte les Universités,” cries *La Vie Universitaire* (iii. 4), “c’est la conséquence naturelle d’un régime où les intellectuels sont brimés par ceux qui leur doivent protection.” Here is another significant fact: M. Théophile Homolle, Administrator of the Bibliothèque Nationale, reports that the Department of Printed Books received only 138,715 readers in 1920, as against 226,561 in 1913. A great effort is needed to maintain intellectual productivity in France.

GERMANY.

(i.) In the Prussian Landtag Kultusminister Boelitz deplored lately the financial stress: and at least provisional increase of school fees was not to be avoided.—(ii.) Prof. Kuhlmann argues that in learning to write children should begin with *Lateinschrift* as a basis and pass to *Deutschschrift*.—(iii.) *Elternbünde* (parents’ associations) are being multiplied and are uniting in a *Reichselternbund* (Imperial or Central Parents’ Association).—(iv.) The Senate of the University of Leipzig has issued a grave protest against the sort of economy in education attained by increasing classes and adding to the hours of the teacher.—(v.) Films have been prepared exhibiting folk-stories: “Tischlein deck’ dich,” “Der kleine Muck,” “Die schöne Melusine,” &c.—(vi.) The *Frankfurter Zeitung* contends that the culture of a people is measured, not (as is commonly supposed) by the amount of soap that it uses, but by the way it treats the old: it is barbarous to lay down that judges, officials, and others are all “too old” at sixty-five.—(vii.) Negotiations as to the employment of women teachers after marriage are going on between the Imperial and the several State Governments.

UNITED STATES.

How a picture of movement influences a child depends on the child and the picture, and a whole “literature,” as the Germans say, has grown about the subject. It is a new inquiry how the child engaged in the making of such pictures is affected by his occupation. At Los Angeles, California, the principal seat of their production, some 1,500 children are continually employed in the work. Now the Californian Compulsory Education Law bids every child between the ages of eight and sixteen to attend at school for at least four hours a day. But laws are not always perfect. Just as under Mr. Fisher’s Act it will be possible to escape the continuation school by entering some sort of works’ school, so in California a private tutor may be substituted for the classroom. Such tutors, recommended by the public school authorities, are paid by the picture-producing companies to instruct the little *employés*. Classes are held wherever it happens to be convenient, and even during the hours of study the demands of the screen cause frequent interruptions. Developing themselves under such conditions, the children, it is found, become excitable, improperly mature, and lacking in power of concentration. They are better off than the “eight or nine little children, who did the fairy business

when required” in Mr. Sleary’s Company, portrayed in “Hard Times”; they are victims nevertheless of what has been called “the impersonal attitude of modern business”—the belief of shareholders that they can limit their moral obligations as strictly as their financial liability.

There are some things which they do better in America than in England, and we incline to think that the teaching of English composition is one of them. It is a judgment towards which we are moved by reading Mr. Sterling A. Leonard’s “English Composition as a Social Problem” (Houghton Mifflin Company). Instructor in English at the Horace Mann School, Teachers College, New York, he recommends as the best means of developing the power of expression the social co-operation of a class. So for the old system of correcting essays with abundant red ink he substitutes chiefly class criticism with the help of a blackboard. As the children co-operate in choosing and discussing the subjects to be written upon, and in correcting the papers written, they are led to find interest in common projects of a different sort and to combine in realizing them. The English essay as it is written in English schools is wont to be diffuse, tedious, and unsubstantial. If we cannot ourselves make remedies for these defects, we shall do well to import them. Mr. Leonard’s book contains much that is suggestive for the practical teacher.

INDIA.

Were we writing of politics we could tell of an improved atmosphere. *Haec super arvorum cultu!* To the students of the Agricultural College, Poona, at their last annual meeting a speaker said things which it was wise to say. He drew attention to the old Indian belief that “of all occupations agriculture was the most honourable, commerce stood next, while service, whether of Government or of others, was the least to be desired.” The first education offered by England to India was bookish, and led those who received it to seek employment in public offices or as lawyers. Then trade and industry began to attract the educated; but still agriculture was neglected. When Agricultural Colleges were established in various parts of the country, it was hoped that the neglect would be made good. Alas! the students whom they had trained asked service under Government instead of farming scientifically on their own account. It were well that young India should feel the lure of the land more keenly. India may learn presently, as some European States are learning, that her welfare depends more on the field than on the forum, and that an abundance of legislation is no remedy for a shortage of corn.

PRIMARY SCHOOL NOTES.

The “Economy” of Large Classes.

THE assumption that teachers can as well control sixty as forty children is one that was disproved twenty years ago; and it is so utterly impossible for any human being to cope with classes that are systematically crowded, that physical breakdown cannot fail to follow where such a strain is imposed. The moral responsibility of Education Committees which countenance working conditions of this type is indefensible in view of the ample supply of teachers. In some cases Authorities are dispensing with the services of Supply Teachers, thus ensuring the ultimate exhaustion and collapse of entire school staffs; for it is evident that if all members of a school staff are working under abnormally high pressure, the breakdown of a single teacher will be followed, in the absence of a capable substitute, by an intensified and cumulative strain upon the remaining teachers. And it is significant that Authorities indulging in such economies have not even safeguarded the education of the children committed to their care by providing for frequent rest-intervals for teachers either by redistributing or prolonging the periods devoted to school holidays.

The Success of School Medical Inspection.

ONE of the most inspiring phases of English education has been the fine service rendered by the School Medical Officer, not only in respect of safeguarding the health of the nation’s children but in establishing the conviction that any efficient school course must provide a fair balance between the development of the physical and intellectual powers. Countless lives have been salvaged for the State; all have been advantaged

(Continued on page 370.)

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by timely advice and subsequent remedial treatment. It is in some respects regrettable that the results of the valuable work done are not more widely known by those who are readiest to assume that Education is synonymous with extravagance. Under any circumstances the loss of half-a-million of the nation's manhood would gravely imperil its well-being. But the privations of the war have made large inroads upon the vitality of the men, women, and children who have survived. A new generation of children is now entering the schools, and one which is characterized by a keenly nervous temperament and a generally delicate type of physique. It is therefore of primary importance that school medical inspection should be available at the earliest possible stage; and that the expenditure upon this branch of the educational service should be maintained at the fullest standards of efficiency. Every teacher knows what prolific life-savers are the open-air school and the school clinic; the pity is that Education Authorities are so intent upon cutting down the cost of printing reports that they are too poor to announce to the community, in summary form, the magnificent national work which is being done by the school doctors and nurses.

* * * * *

The Revival of School Examinations.

THE tendency to introduce examinations which has, during recent years, been so marked in English Secondary Education, appears to be enmeshing the Primary School organization of certain Local Education Authorities. In some cases the pretext is made that a standard of attainment is necessary in order to gauge the scholastic capacity of pupils of varying ages. In one particular district all pupils of eleven years of age are required to undergo a test at the hands of H.M. Inspectors and the local committee. Every term the whole of the pupils are examined individually by the head master for the ordinary purposes of classification. In addition, the most promising scholars take the examinations for junior scholarships and bursaries, while those who wish to enter the neighbouring Secondary School must take the ordinary entrance test. Upon recent occasions H.M. Inspectors have also examined the children individually when they have visited. This school is admittedly efficient in every respect, and the head master is in responsible charge of a large class. It is surely obvious that his class will

suffer when other divisions are under examination, and that these constant upheavals of school work cannot fail to have a disturbing influence upon the normal progress of the scholars.

* * * * *

A Refuge of Incompetence.

THE opinion has been expressed that the resort to examinations is inspired by the anxiety of the Board of Education to raise the mechanical standards of school efficiency to pre-war levels. Such an attitude would imply a complete forgetfulness of the disastrous results accomplished by the wretched system of "payment by results," when the cast-iron examination system of the Board of Education produced a type of teacher unworthy of the profession—the callous Gradgrind who crushed every natural instinct of child life in order to secure one hundred per cent of passes. Those who have the widest sympathy and acquaintance with young children and their education will realize how painfully easy it is for an utterly incompetent teacher to secure a reputation for competence merely by cramming pupils for an examination.

The war has left a new and sad world behind it; the problem of child life promises for the immediate future at all events to be one of safeguarding its physical rather than its intellectual attributes; and salvation appears to lie with School Medical Officers and "days of fresh air in the rain and the sun." At the best, examinations are a poor restorative for languishing children.

HOLIDAY RESORTS.—The Education Guild of Great Britain and Ireland has published the thirty-seventh annual issue of its valuable pamphlet, "Holiday Resorts and Recommended Addresses." The title is explanatory of the booklet, though it is well to remember that the information is not confined to this country. Particulars are generally given of the accommodation offered and the charges at places in the British Isles and the nearer Continental countries, while for resorts which are further abroad, in Australasia, Fiji, Japan, Canada, the United States, and South Africa, a list of recommended hotels is provided. The booklet can be obtained from the offices of the Guild, 9 Brunswick Square, London, W.C. 1; price to members 1s., to non-members 2s.

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TOPICS AND EVENTS.

BOARD OF EDUCATION LISTS OF SUMMER SCHOOLS.—The Board of Education has published a seasonable list of fifty-five Holiday Courses (H.M.S.O., 6d.) to be held during the summer months. There are a number of general courses for teachers, and in addition special courses in the following subjects: biology, the Dalton plan, the drama, economics, eurhythmics, eurhythmy, folk dancing, geography and geology, hand-work, international relations, languages, librarianship, the Montessori method, physical training, psychology, religious teaching, social service, speech training, and the teaching of mentally defective children. A further list of twenty-eight holiday courses in modern languages has also been issued (H.M.S.O., 2d.). Four of these courses are in Switzerland, at Basel, Geneva, Lausanne, and Neuchâtel; two in Spain, at Madrid and Santander; three in London; one in Oxford; one in Liverpool; two in Italy, at Florence and Siena; and the remainder in France, at Bagnères-de-Bigorre, Besançon, Boulogne, Dijon, Grenoble, Caen, Lisieux, Nancy, Paris, Saint-Malo, Strasbourg, and Tours. The dates of each course, the fees, the cost of boarding, the principal subjects of instruction, and the address of the local secretary are given for every entry in each of these lists.

INTERNATIONAL ESPERANTO CONFERENCE OF TEACHERS.—A conference was held at Geneva on April 18—20 last, when teachers of twenty-eight different nationalities took part and sixteen Governments were represented. Sir Eric Drummond, Secretary-General to the League of Nations, in welcoming the delegates, laid stress on the common aims of Esperanto and the League of Nations. The delegates presented numerous short accounts of the experiments conducted in their own countries, which brought out a remarkable agreement concerning the value of Esperanto as a help to the study of the mother tongue both spoken and written; as an introduction to the study of foreign and classical tongues; as a training in logic; and as a help to the study of grammar. At a meeting organized by the Anglo-Geneva Association, reports were presented in English on the

value of Esperanto as a school subject, Prof. Collinson, of Liverpool University, viewing the subject as a philologist, Miss A. Fisher, Head Mistress of the County Girls' School, Bishop Auckland, viewing it as a basis for the teaching of modern languages, and Mr. Young, Head Master of a Scottish elementary school, viewing it as the poor man's Latin, as a means of giving to millions of children a wider view of life, an aid to travel, and an understanding of their fellow beings in other lands. Another point worthy of note was the cumulative evidence to prove that the addition of Esperanto to the timetable has not had the effect of adding another burden to the already over-full curriculum. On the contrary, more could be attained in less time in the teaching of other subjects, especially in English, foreign languages, and geography, which are directly helped by Esperanto.

SIR RICHARD GREGORY has accepted the position of President of the Decimal Association in succession to the late Lord Belhaven and Stenton.

VACATION COURSES IN PHONETICS.—University College, Gower Street, London, W.C. 1, is organizing three vacation courses in phonetics to be held on August 1-15. There will be a series of lectures on English phonetics, with ear-training and practical classes, for teachers of English, and another concurrent series for teachers of French, the work occupying the mornings only in each course. An additional course on similar lines is being offered for foreigners in spoken English. Application for admission to these courses must reach the Secretary of University College not later than June 1.

VACATION COURSE IN CLASSICS.—The summer school of Latin conducted by the Association for the Reform of Latin Teaching will be held at Durham, in the Bede Training College, on August 2-12. There will be demonstration classes, reading in both Latin and Greek, lectures and discussions, and arrangements are being made for excursions to local Roman camps and similar places. The Hon. Secretary, Mr. N. O. Parry, 4 Church Street, Durham, will give full information and answer any inquiries.

(Continued on page 378.)

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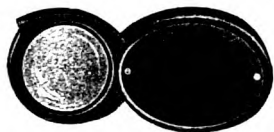
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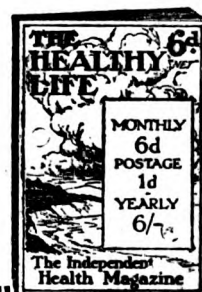
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VACATION COURSE AT OXFORD.—A preliminary notice has been issued of a four weeks' course organized by the Oxford University Department for the Training of Teachers on the aims, methods, and principles in education. The course commences on August 1, and in addition to the general subject of education, there will be special courses in history, English, and natural science during the first fortnight, and in mathematics, geography, French, and the classics during the concluding weeks. The director of the course, to whom inquiries should be addressed, is Dr. M. W. Keatinge, 15 Norham Gardens, Oxford.

INTERNATIONAL MORAL EDUCATION CONGRESS.—An enterprise which, in the autumn of 1919, seemed, as a result of the War, to be on the point of collapse, has now been triumphantly revived, and the Third International Moral Education Congress (which ought to have been held in Paris, 1916) will take place at Geneva on July 28 to August 1, 1922. Delegates of many nationalities will discuss two main themes: (1) the international spirit, with special reference to history teaching, and (2) solidarity and practical social service. Between thirty and forty papers will be presented (not read), and some of the writers and topics may be named: Mrs. Wintringham, M.P., "The Motive of Service"; Sir R. Baden-Powell, "Education in Love in Place of Fear"; Mr. G. P. Gooch, "Advanced Historical Teaching"; Mr. Clouesley Breton, "The Teaching and Problems of History in English Secondary Schools"; Mr. F. J. Gould, "History Teaching as an Educational Aid towards the League of Humanity"; Mr. A. Yusuf Ali, "History Teaching in India." In the United States the Dean of the University of Columbia has arranged five contributions from Dr. John L. Elliott (New York Ethical Society), Mr. Rowland Haynes, of Cleveland, O., Mr. H. N. MacCracken (President of Vassar College, Poughkeepsie, N.Y.), Mr. Angelo Patri, and Prof. Frank C. Sharp (of the University of Wisconsin). The list of Continental essayists is not yet complete; it includes French, German, Swedish, Dutch, Polish, and Czech-Slavic writers. More than twenty National Committees support the Congress; they are not so much business bodies, as enrolments of sympathisers. Some eighty names, representing many schools of thought, figure in the British list. Other groups have been enlisted in Canada, South Africa, India, and New Zealand, and names are awaited

from Australia. The papers will all be printed in French, and issued in two volumes, one in June, the other in July, to be distributed free, or sold at a low price, to Congress ticket-holders. (Tickets are to be had, for 20 Swiss francs, from Secrétariat du III Congrès d'Education Morale, Institut Rousseau, Tacconnerie 5, Geneva.) On the opening day, July 28, addresses will be delivered by Dr. Ferrière, author of "La Loi du Progrès"; Sir Frederick Pollock, who since 1914 has been chairman of the International Executive Council, meeting in London; and F.W. Foerster, Professor at the University of Zurich, and author of "Jugendlehre." Prof. Foerster will speak on "The Value of History in Moral and Social Education, treated from the View-points of Humanity and the Supra-National Spirit."

PRIZE COMPETITIONS.

The prize for the May Competition is awarded to "Philosoph," and the second place to "Emile."

The winner of the April Competition was Mr. Robert Ainsworth, 63 Park Road, Darwen, Lancs.

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(Continued on page 380.)

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We classify the 31 versions received as follows:—

Class I.—(a) Philosoph, Emile, Penguin, J. S., Gladiator.

(b) Gobelins, Jema, Hale, A. R. F., Chauve-souris, Swallow, Tangenichts, Studiosus, Owl.

Class II.—Esse quam videri, Chingleput, Fitzalan, Back Number, Taratantara, Iva, Hilde, H. E. F.

Class III.—Struwelpeter, Bobs, V. D. C., Winona, T. C. J., Vorwärts, E. M. G., Lenore, Torelore.

A Prize of Two Guineas is offered for the best translation of the following extract from "Batailles de Terre et de Mer" by Comte E. Bouët-Willaumez.

COMBAT DU 12 AVRIL AUX ANTILLES.

C'est le 12 Avril, 1782, que les deux flottes se rencontrent par une brise variable de l'est au sud-sud-est; la flotte française court bâbord amures, mais mal formée, et présente des lacunes dans sa ligne; la flotte anglaise l'atteint par sous le vent, à contre-bord, et son avant-garde prolonge les vaisseaux français à distance; mais au moment où le vaisseau *le Formidable*, monté par Rodney, atteint la flotte française pour la prolonger à son tour comme a fait l'avant-garde anglaise, le vent fraîchit un peu et adonne de deux quarts: "Serrez le vent" dit le capitaine Douglas, *flag-captain* de Rodney, au master qui tenait la barre du gouvernail: Rodney veut d'abord contraindre cet ordre; mais reconnaissant ensuite qu'il va lui permettre de couper la ligne française et de la mettre en désordre, peut-être même entre deux feux, il s'écrie, au dire de l'historien anglais Ekins: "*Then do as you please!*" Faites donc comme il vous plaira! et cependant, dans ce hasard du vent, dans ces trois mots du capitaine Douglas, mots incompris d'abord de Rodney, il y avait tout un nouveau système de combats de mer; bientôt, en effet, les vaisseaux anglais *le Formidable*, *l'Agamemnon*, *le Duke* etc coupent la ligne française, et se répondent, les uns au large, les autres le long des vaisseaux français, qu'ils mettent entre deux feux; le contre-amiral commandant l'arrière-garde anglaise, imitant la manœuvre de Rodney, vient, toujours à contre-bord, couper de nouveau notre ligne après le dernier vaisseau de notre avant-garde: en vain de Grasse multiplie ses signaux pour masser au combat sa ligne désemparée et coupée en trois tronçons; il est trop tard, *la fumée empêche de voir les signaux*, argument qui semble spécieux, mais qui est vrai et qui à lui seul suffit pour faire établir comme règle "que l'amiral en chef doit, autant que possible, prévoir, avant le combat, la manœuvre à faire; et qu'une fois le feu

(Continued on page 382.)

Posts Vacant.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

SCHOLASTIC, CLERICAL, AND MEDICAL ASSOCIATION, LTD.

THE above Association is in a position to offer to well qualified ladies and gentlemen several first-rate scholastic appointments in all parts of the country. Candidates should write with full particulars as to age, qualifications, experience, &c., &c., to GENERAL MANAGER, 12 Stratford Place, Oxford Street, W.1. No charge for registration.

HEADSHIPS.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, RAMSGATE. HEAD MISTRESS required in September next for the above-named School. Candidates must hold a Degree or its equivalent from a British University, and must be experienced in Secondary School work. Initial salary, £500; annual increments, £30; maximum, £700. There are at present 303 pupils in the School.

Forms of application and scale of salaries may be obtained from Mr. C. W. LEGGETT, Chatham House, Ramsgate (on receipt of a stamped, addressed, foolscap envelope), to whom applications should be sent not later than June 17, 1922.

E. SALTER DAVIES,
Director of Education.

May 16, 1922.

Posts Vacant—continued.

BRITISH AND FOREIGN SCHOOL SOCIETY.

DARLINGTON TRAINING COLLEGE.

The Governors of the College will appoint as soon as possible a resident Lady Principal at a commencing salary of £550 per annum, together with board, rooms, &c. Candidates holding a University degree (or its equivalent) will, other things being equal, have preference.

For further particulars and forms of application (which must be returned not later than June 8, 1922) apply, enclosing stamped addressed foolscap envelope, to Mrs. E. LLOYD PEASE, Hon. Sec., Hurworth Moor, Darlington.

MASTERSHIP.

MERCHANT TAYLORS' SCHOOL, CROSBY, LIVERPOOL.

MODERN LANGUAGE MASTER (French and German) for Advanced Courses wanted in September next. Good Honours Degree and experience. Burnham Scale. Probable promotion in near future. —Apply HEAD MASTER.

LECTURERS.

DIOCESAN TRAINING COLLEGE FOR WOMEN TEACHERS, RIPON.

Wanted in September resident LECTURER in ART. Salary according to the Burnham Scale for Secondary Teachers.

Apply, stating age, qualifications, and experience to the Rev. CANON SMITH, Principal, from whom further particulars may be obtained.

WARRINGTON TRAINING COLLEGE.

WANTED, in September, a WOMAN LECTURER (resident) for Science and Geography and to assist in supervision of students' school practice. Degree essential. Salary in accordance with Burnham Scale. —Apply Rev. the PRINCIPAL.

Posts Vacant—continued.

DERBY TRAINING COLLEGE.—

Wanted a Resident Woman Lecturer in Geography and Mathematics. Salary according to the Burnham Scale. Forms of Application can be obtained from THE PRINCIPAL.

Lecturers and Demonstrators.

ROYAL HOLLOWAY COLLEGE

(University of London),
ENGLEFIELD GREEN.

THE Governors of the College will shortly make the following appointments, to take effect as from October 1, 1922.

1. HEAD OF THE DEPARTMENT OF BOTANY.

A Senior Staff Lecturer is to be appointed, who will have charge of the teaching and organization of the Department.

2. ASSISTANT LECTURER in FRENCH.

3. ASSISTANT LECTURER and DEMONSTRATOR in CHEMISTRY.

4. ASSISTANT DEMONSTRATOR in PHYSICS.

The above posts are resident, and are open to women only.

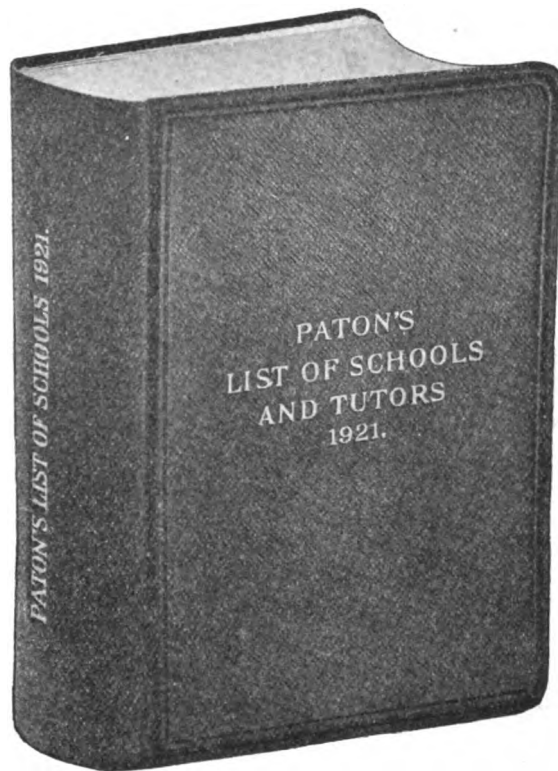
Applications should be sent not later than June 3rd, to the PRINCIPAL, from whom full particulars may be obtained.

RESIDENT TUTORS.

KING'S COLLEGE FOR WOMEN,

Household and Social Science Department, Campden Hill Road, W. 8 (University of London). Applications are invited for the post of RESIDENT TUTOR for next Session. Salary £250 with residence. Candidates must hold a Degree or its equivalent in Modern Languages or Arts. Age about 35. For details, apply to the DEAN. Applications must be received immediately.

PATON'S LIST OF SCHOOLS, 1922



Principals wishing to have their schools included in the next issue should apply at once for particulars to

J. & J. PATON, EDUCATIONAL AGENTS,
143 CANNON STREET, LONDON, E.C. 4.

Telephone: Central 5053.

engagé, les capitaines doivent être tellement pénétrés des méthodes d'attaque et des intentions de leur amiral, que les signaux cessent alors d'être une nécessité de leur action.'

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

No competitor will be awarded a prize more than ONCE during a given year, though the name of the competitor gaining the first place will be published each month.

All competitions must reach the Office by the first post on June 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

FREE PUBLIC LECTURES.

[Under this heading a list of free public lectures of especial interest to teachers will be published month by month. The figure in parentheses indicates the number of a lecture if it is one of a series. Titles of lectures for possible insertion in this list should be received at the Journal Office not later than the middle of the month preceding that in which the lecture is to be delivered.]

JUNE 1.

KING'S COLLEGE, at 5.30.—The Rev. P. Dearmer: Central and North Italian Painters of the Fifteenth Century (5). Also on June 8.

UNIVERSITY COLLEGE, at 5.15.—Prof. J. E. G. de Montmorency: Scottish Customary Law (6).

UNIVERSITY COLLEGE, at 5.30.—Dr. C. Pellizzi: Materialismo Italiano nel Tre e Quattrocento.

ST. MARY ABCHURCH, CANNON STREET, at 6.15.—Canon Swallow: The Signs of the Kingdom (St. Matthew's Gospel).

GRESHAM COLLEGE, at 6.—Mr. Foster Watson: Rhetoric (Gresham Lectures) (3). Also on June 2.

CIVIC EDUCATION LEAGUE (at Leplay House, 65 Belgrave Road, S.W. 1.), at 8.15.—Mr. L. I. Strakhovsky: East and West; Russia and Europe.

JUNE 2.

KING'S COLLEGE, at 5.30.—Mrs. Rosa Newmarch: The National Opera of Czecho-Slovakia.

JUNE 6.

KING'S COLLEGE, at 5.30.—Dr. Dragutin Subotic: Influence of Geography on the Economic Conditions of Jugo-Slavia (2).

UNIVERSITY COLLEGE, at 5.30.—Prof. Edmund Husserl: Phänomenologische Methode und Phänomenologische Philosophie (1). Also on June 8, 9, and 12.

JUNE 7.

UNIVERSITY COLLEGE, at 5.30.—Prof. Borenus: Past History of Art Teaching (3).

UNIVERSITY OF LONDON (at the Imperial College of Science and Technology, S. Kensington), at 5.15.—Dr. A. F. Holleman: Recent Investigations on the Substitution in the Benzene Nucleus.

JUNE 8.

ST. MARY ABCHURCH, CANNON STREET, at 6.15.—Canon Swallow: The Parables of the Kingdom (St. Matthew's Gospel).

JUNE 9.

KING'S COLLEGE, at 5.30.—Dr. Frantisek Chudoba: Modern Czech Sculpture (1). Also on June 23.

KING'S COLLEGE (SHAKESPEARE ASSOCIATION), at 5.30.—Miss Grace Latham: Some of Shakespeare's Audiences.

JUNE 12.

UNIVERSITY OF LONDON (at the Rooms of the Royal Society of Medicine, Wimpole Street, W. 1.), at 5.—Dr. Murk Jansen: Injurious Agents and Growths.

UNIVERSITY COLLEGE, at 5.30.—Prof. A. E. Pribram: The Foreign Policy of Austria-Hungary from the Annexation of Bosnia-Herzegovina (1908) to the Collapse of the Empire (1). Also on June 14 and 16.

JUNE 13.

KING'S COLLEGE, at 5.30.—Mr. C. E. M. Joad: Vitalism Restated (2).

SOCIOLOGICAL SOCIETY (at the Royal Society, Burlington House, Piccadilly, W.), at 8.15.—Mr. G. K. Chesterton: The Return of the Guilds.

JUNE 14.

UNIVERSITY COLLEGE, at 3.—Prof. E. G. Gardner: The Arthurian Legend in Dante (4). (Barlow Lectures.)

JUNE 15.

KING'S COLLEGE, at 4.30.—Prof. V. H. Mottram: Metabolism of Fat and Allied Substances (6).

ST. MARY ABCHURCH, CANNON STREET, at 6.15.—Canon Swallow: The Preaching of the Kingdom in Galilee (St. Matthew's Gospel).

JUNE 20.

KING'S COLLEGE, at 5.30.—Miss H. D. Oakeley: The Idea of Value in the History of Philosophy (1). Also on June 27.

JUNE 21.

UNIVERSITY OF LONDON (at the Rooms of the Royal Society of Medicine, Wimpole Street, W. 1.), at 5.—Prof. Hijmans Van Den Bergh: The Pathology of Hæmoglobin.

JUNE 22.

ST. MARY ABCHURCH, CANNON STREET, at 6.15.—Canon Swallow: The Preaching of the Kingdom in Judaea (St. Matthew's Gospel).

JUNE 23.

KING'S COLLEGE, (Shakespeare Association) at 5.30.—Recent Shakespearean Literature.

JUNE 29.

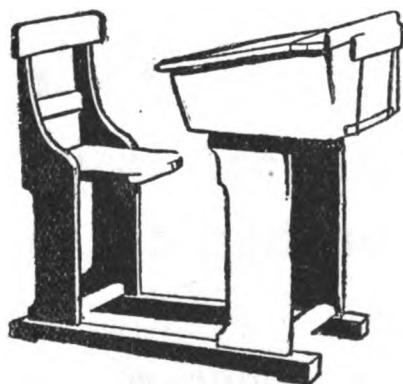
ST. MARY ABCHURCH, CANNON STREET, at 6.15.—Canon Swallow: The Enemies of the Kingdom (St. Matthew's Gospel).

JUNE 30.

KING'S COLLEGE, at 5.30.—Mr. J. Kolni-Balotsky: The Crisis in Tolstoy's Life.

USEFUL SCHOOL FURNITURE!

SLIDING LOCKER DESK, with Seat.



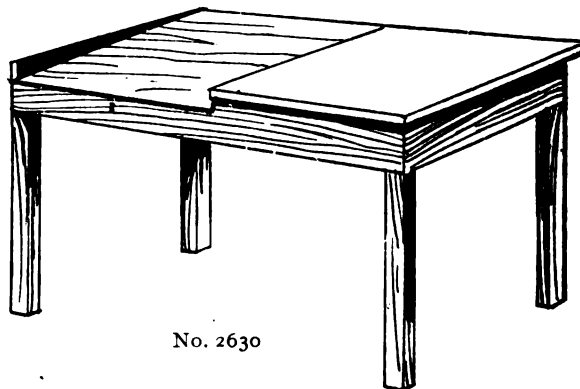
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Special quotations on application.

The "Ideal" COMBINED DESK, TABLE, or BENCH, WITH LOCKER.

Can be used as a Desk with Lid Slope and Locker, or with Lid level with rest of table, as illustrated.

Fulfils requirements of Private Study Classes, Typewriter Class, Hand Work, &c.



No. 2630

LIST OF OTHER SPECIAL LINES AND TERMS ON APPLICATION.

WILLIAM HUNT, 18 Broad Street, OXFORD,
Schools Stationer and Furniture Manufacturer.

**Messrs.
GRIFFITHS, POWELL
and SMITH'S**
two Advertisements
will be found on
pages 325 and 330.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 380.

MISTRESS-SHIPS.

WANTED for September. An English Specialist, Oxford preferred. Also a Mistress with good Arithmetic and Elementary Mathematics. Burnham Scale. Apply—HEAD MISTRESS, the Hulme Grammar School for Girls, Oldham.

BRIDLINGTON HIGH SCHOOL FOR GIRLS.—Wanted in September, Assistant Music Mistress, first-class qualifications and modern methods essential. Apply—HEAD MISTRESS.

WEST SUSSEX EDUCATION COMMITTEE.

WORTHING HIGH SCHOOL FOR GIRLS.

WANTED in September, a Mistress for Science and Mathematics.

Candidates must be Science Graduates of a British University with three or four years' experience. Training is desirable.

Salary according to Burnham Scale. Apply, with copies of testimonials, to the HEAD MISTRESS.

HOWELL'S SCHOOL, DENBIGH.

TRUSTEES—THE DRAPERS' COMPANY. WANTED in September, a RESIDENT MISTRESS to teach Chemistry, Physics, and Elementary Mathematics. Salary according to the Burnham Scale.—Write, stating qualifications and experience, to the HEAD MISTRESS.

ST. BRANDON'S SCHOOL, BRISTOL.—Required in September, a resident Mistress to teach Latin, some Junior Arithmetic, and Lower Form subjects (ages 9–14). Degree desirable, but not essential.—Apply, HEAD MISTRESS, stating salary required.

HITCHIN GIRLS' GRAMMAR SCHOOL.—Wanted in September Mistress to teach Pianoforte. About three years' experience desirable. Burnham Scale.—Apply HEAD MISTRESS.

KENSINGTON HIGH SCHOOL (G.P.D.S.T.), St. Albans Road, W. 8.—SENIOR MATHEMATICAL MISTRESS wanted for next term. Cam. Math. Tripos. Experience essential. Burnham Scale.

WANTED, September, Sherborne Girls School (1) Experienced SCHOOL SECRETARY. Essentials, good business experience, accurate accounts, shorthand typist. (2) MISTRESS for Classics and English; degree; some experience in good boarding school preferred.—Apply, HEAD MISTRESS.

LEEDS GIRLS' HIGH SCHOOL.—Wanted September for Scholarship and ordinary School work, MATHEMATICS MISTRESS. Special qualifications for applied Mathematics, some Science. Training or experience desirable. Burnham Scale.—Apply immediately, HEAD MISTRESS.

DRAKE AND TONSON'S SCHOOL, KEIGHLEY.—Wanted in September SENIOR FRENCH MISTRESS, Graduate residence abroad essential. SCIENCE MISTRESS to teach Physics, Botany, and Mathematics. KINDERGARTEN MISTRESS; good Gymnastics and Games essential. Burnham Scale, with "carry-over."—Apply to the HEAD MISTRESS.

Posts Vacant—continued.

THE HIGH SCHOOL FOR GIRLS, HULL.—Required in September three Assistant Mistresses—

1. To teach French. Honours Degree or equivalent desirable.
2. To teach Classics and some English.
3. To teach Drill, Gymnastics, and Games.

Apply, with full particulars, to the HEAD MISTRESS.

AFRICA.—Wanted, Assistant Mistress, History, Geography. Private School, Cape Province. £130, resident; passage paid. Church of England. Immediate.—Apply, SOCIETY OVERSEA SETTLEMENT OF BRITISH WOMEN, 46 Victoria Street, London, S.W. 1.

ST. MARGARET'S SCHOOL, HARROW.—Wanted in September Resident Mistress for French. Degree or Diploma. Experience desirable.—Apply to the PRINCIPAL, stating age, qualifications, experience, and salary. Recognized Day School, 150 pupils.

COWLEY GIRLS' SCHOOL, St. HELEN'S, LANCs.—Endowed Secondary, 400 pupils. Required in September, Science Mistress to teach Advanced Botany and Zoology and General Elementary Science, including elements of Chemistry. Experienced preferred. Also Preparatory Form Mistress, Froebel trained. Burnham Scale.—Apply, HEAD MISTRESS.

LEEDS GIRLS' HIGH SCHOOL.—Wanted, September, for Preparatory Department, a fully qualified Mistress with experience. Burnham Scale.—Apply HEAD MISTRESS immediately.

BIRKENHEAD HIGH SCHOOL (Girls' Public Day School Trust, Ltd.).—Wanted in September next—(1) Senior French Mistress, (2) Senior Classical Mistress, to organize the work in these subjects throughout the School, up to Scholarship standard. Honours degree or equivalent essential. Burnham Scale.—Apply, with testimonials and full particulars, to the HEAD MISTRESS.

BOROUGH OF KINGSTON-UPON-THAMES.

THE TIFFIN GIRLS' SCHOOL.

DRILL MISTRESS WANTED in September next. Salary according to Burnham Secondary Provincial Scale, subject to "carry-over," and any adjustments that may be required by the Board of Education. Experience essential. Applications, with copies of three recent testimonials, and names of three references, to be sent to the HEAD MISTRESS immediately.

H. T. ROBERTS, B.A.,
Education Secretary.

THE GRAMMAR SCHOOL (GIRLS), BURY.

REQUIRED for September, a MATHEMATICAL MISTRESS, able to assist with games. Experience or training essential.—Apply to the HEAD MISTRESS.

WYCOMBE ABBEY SCHOOL,

BUCKS.—Wanted in September 4 Mistresses, non-resident. Salaries according to Burnham Scale: Pension Scheme. Subjects required (1) Classics, (2) Mathematics, (3) English, (4) Drill and Games. Applicants for first three posts must be graduates, training desirable, and for first two posts good Oxford degree or Cambridge Tripos Certificate essential.—Apply HEAD MISTRESS.

SYDENHAM HIGH SCHOOL,
G.P.D.S.T.

A PHYSICS AND MATHEMATICS MISTRESS is needed in September, 1922. Salary according to the Burnham Scale.—Apply to the HEAD MISTRESS.

GOOD VIOLIN MISTRESS RE-

QUIRED for Girls' School in Scotland. Junior Piano. Salary up to £120.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 381 Oxford Street, London, W. 1. Previous Mistresses introduced by HOOPER'S.

JERSEY LADIES COLLEGE.—

Wanted in September a RESIDENT MISTRESS qualified to teach History and Latin. Further information may be obtained from the Head Mistress, Miss d'Auvergne.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial typewritten, free of charge for new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. All clear copies, not carbons. Orders executed by return of post. Price-list, with specimens of typewriting and printing, on application.
KING, 45 Bedford Row, London, W.C. 1.

**Teachers
Registration Council.**

**Do not miss
ANNOUNCEMENT
on page 331.**

Posts Vacant—continued.

LEIGH GIRLS' GRAMMAR SCHOOL, LANCASHIRE.—Required in September 2 additional Mistresses—

1. Geography Mistress, to organize the work throughout the school.
2. Modern Language Mistress, offering French and German.

High academic qualifications and some experience desired. Interest in Girl Guide work an additional recommendation in one case.

Salary according to the Burnham Scale. Applications should be sent in at once to the HEAD MISTRESS, Miss NORA CARESS, Girls' Grammar School, Leigh, Lancashire.

JAMES WARD,

Clerk to the Governors.

May 1, 1922.

SUNDERLAND HIGH SCHOOL.—

Wanted in September, two Mistresses to teach good Mathematics, Botany, and Geography, either Mathematics alone and the other two together, or partly Mathematics and partly Botany or Geography. Pensionable service.—Apply HEAD MISTRESS.

COUNTY BOROUGH OF BARROW-IN-FURNESS EDUCATION COMMITTEE.

MUNICIPAL SECONDARY SCHOOL FOR GIRLS.
The following MISTRESSES are required for September:—

- (a) For Senior English.
- (b) For Senior History.
- (c) For Senior French.

Honours Degree or equivalent and good experience essential. Candidates should state their subsidiary subjects.

(d) Mistress chiefly for Lower and Middle School work and Singing throughout the School. Degree or good Lower School qualifications essential.

Candidates for the four posts are asked to state (i) if they offer Scripture, (ii) if they are interested in Girl Guides.

Salary in each case according to the provisions of the Burnham Scale for Secondary School Teachers. Applications to be sent without delay to the Head Mistress.

By Order,

L. HEWLETT,

Town Clerk and Clerk to the Local Education Authority.

Town Hall,

Barrow-in-Furness.

May 19, 1922.

REQUIRED in September in Girls'

Private Day School (North London) two young RESIDENT MISTRESSES. Subjects (1) Mathematics and Geography, (2) Kindergarten and Games.—B., 79 Palmerston Road, Bowes Park, N. 22.

NON-RESIDENT MISTRESS re-

quired in September in Private Day School. Principal subject Geography.—Apply, stating age, qualifications, experience, and salary, to PRINCIPALS, Ilford Hall, The Drive, Ilford.

SHEFFIELD HIGH SCHOOL

(G.P.D.S.T., Ltd.).—Wanted in September: (1) MATHEMATICS MISTRESS for Middle and Upper School, Honours degree and Training essential; (2) ASSISTANT MISTRESS for Preparatory Department. In January, SCIENCE MISTRESS to teach Chemistry to Higher Certificate Standard. Burnham Scale.—Apply to the HEAD MISTRESS, enclosing testimonials.

THE Principal of an Evangelical

Girls' Boarding School, Ireland, seeks temporary Vice-Principal during her absence from ill health. Permanent arrangement if preferred.—Particulars from HOOPER'S (EDUCATIONAL AGENTS), LTD., 381 Oxford Street, London, W. 1.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W. 1,

Invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for the September, 1922, Term, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

Modern Languages and Foreign Mistresses.

FRENCH MISTRESS required in September at an important Girls' Finishing School in London area. The candidate appointed must have had previous experience in English Schools and be highly qualified. Salary offered up to £150 per annum, together with board and residence.—No. 21,364.

FRENCH MISTRESS required in September for an important Girls' Boarding School on the South Coast. The candidate appointed should have had previous experience in English Schools and be highly qualified. The post will be a resident one and a good salary will be offered according to qualifications and experience.—No. 21,429.

FRENCH MISTRESS required in September at an important Girls' School on the South Coast. The candidate appointed should be able to offer Needlework and must have had experience in English schools. Salary offered £90 per annum, resident.—No. 21,387.

YOUNG FRENCH MISTRESS required during the course of this term or in September for a high-class Girls' Boarding School in the North of England. The candidate appointed must be sufficiently musical to be able to play for dancing and drill. The post will be a res. one, and salary offered about £50 per annum, res.—No. 21,357.

FRENCH MISTRESS required in September at a high-class Girls' Boarding School in Ireland. The candidate appointed should be able to prepare pupils for examinations. Salary offered from £50 per annum, together with board and residence.—No. 21,385.

FRENCH HEAD MISTRESS required for an important Finishing School on the Continent. The candidate should be a member of the Church of England and must have had previous experience of school life. Commencing salary £200 per annum, in addition to board and residence.—No. 21,055.

JUNIOR FRENCH MISTRESS required in September for a large Girls' Day School in Canada. The candidate appointed must have had previous experience in a good English school. Salary offered about £300 per annum, non-resident, with allowance for passage.—No. 21,155.

ASSISTANT MISTRESS required in September at an important Girls' Boarding School on the South Coast, to teach good French throughout the school, together with Latin or German as a subsidiary subject. Salary offered £120 per annum, resident.—No. 21,438.

ASSISTANT MISTRESS required in September for an important Girls' Boarding School, recognized by the Board of Education, on the South Coast, to teach good French and English (advanced course), together with History as a subsidiary subject. An Honours Graduate is essential. The post will be a res. one and salary offered according to the Burnham Scale.—No. 21,427.

ASSISTANT MISTRESS required in September for an important Public School in the North of England, to teach French, English, together with German as a subsidiary subject. Graduate or equivalent preferred. Salary from £140 per annum, resident.—No. 21,379.

SENIOR FRENCH MISTRESS required in September for an important Girls' Public School in the E. Counties. Honours Graduate preferred. The post is a non-resident one and salary according to Burnham Scale.—No. 21,414.

JUNIOR FRENCH MISTRESS required in September for an important Girls' Public School in the E. Counties. Experience essential. The post is a non-resident one and salary in accordance with the Burnham Scale.—No. 21,415.

Classical Mistresses.

CLASSICAL MISTRESS required in September for an important Girls' School on the South Coast, recognized by the Board of Education. Graduate with previous experience essential. Salary offered from £130 to £160 per annum, together with board and residence.—No. 21,441.

CLASSICAL MISTRESS required in September at an important Girls' School in the North of England. Graduate preferred. The post will be a resident one and salary according to Burnham Scale.—No. 21,442.

ASSISTANT MISTRESS required in September for an important Woodard School on the South Coast. Her subjects should include Latin and Geography, together with Elementary Mathematics and Games as subsidiaries. A Graduate is looked for with either training or experience. Salary offered from £100 to £150 per annum, resident.—No. 21,411.

CLASSICAL MISTRESS required in September for an important Girls' School in the S.W. of England. Graduate preferred. Salary offered £150 per annum, resident.—No. 21,222.

CLASSICAL MISTRESS required in September for an important Girls' School in the Home Counties. Graduate preferred. Salary offered from £150 per annum, resident.—No. 21,111.

General Form Mistresses.

ASSISTANT MISTRESS required in September for an important Girls' Private School on the South Coast, recognized by the Board of Education. Her subjects should include good Geography or History, together with Literature and Elementary Latin or Arithmetic as subsidiary subjects. Graduate or its equivalent preferred. Salary offered from £120 per annum, resident with pension scheme.—No. 21,386.

ASSISTANT MISTRESS required in September for an important Girls' School in the London area, to teach either History or English Literature, together with Latin. Graduate preferred. Salary offered from £130 per annum, res.—No. 21,438.

ASSISTANT MISTRESS required in September for a Girls' School in the North of England to teach History and Scripture up to Oxford Senior Standard, together with Elementary Mathematics and Latin as subsidiaries. Salary offered from £100 to £120 per annum, res.—No. 21,432.

MIDDLE FORM MISTRESS required in September for an important Girls' Boarding School in the North of England to teach Latin, together with either History, English, or Geography. The post will be a resident one and salary offered according to Burnham Scale.—No. 21,300.

ASSISTANT MISTRESS required in September for a high-class Girls' Private School on the South Coast to teach advanced History and Literature. Graduate preferred. Salary offered about £130 per annum, resident.—No. 21,348.

General Junior Form Mistresses.

JUNIOR FORM MISTRESS required in September for a high-class Girls' School in the London district. Her subjects should include good Arithmetic. Salary offered £140 to £150 per annum, non-resident.—No. 21,443.

JUNIOR FORM MISTRESS required in September for an important Girls' Boarding School, recognized by the Board of Education, to teach general subjects including good Elementary Mathematics. It would be a recommendation if the candidate appointed is interested in the Girl Guide Movement. The post is a resident one and salary offered according to Burnham Scale.—No. 21,428.

ASSISTANT MISTRESS required in September for a high-class Girls' School in Scotland. She will be required to take charge of the Kindergarten, and should hold her Froebel Certificate. Salary offered £100 per annum, resident.—No. 21,263.

JUNIOR FORM MISTRESS required for an important Church of England School on the South Coast, to teach general subjects, including Drill, Games, and Drawing. Salary offered about £80 per annum, resident.—No. 21,375.

Musio Mistresses.

MUSIC MISTRESS required in September at an important school in the Home Counties. The candidate appointed must be a member of the Church of England. The post will be a resident one and a good salary offered.—No. 21,400.

MUSIC MISTRESS required in September for a Boys' Preparatory School in Scotland. The candidate appointed should be able to undertake Choir Training, and be able to play the organ. Salary offered about £130 per annum, resident.—No. 21,261.

MUSIC MISTRESS required in September for a high-class Girls' School in Scotland. She should also be able to offer some elementary subjects or good Needlework. The post will be a resident one and a good salary offered according to qualifications and experience.—No. 21,439.

Physical Culture Mistresses.

PHYSICAL CULTURE MISTRESS required in September at an important Girls' Public School on the South Coast. Only Dartford or Bedford student will be considered. The post is a resident one. Salary according to Burnham Scale.—No. 20,861.

GAMES MISTRESS required in September at an important Girls' Woodard School in the Midlands. Dartford student preferred. The post will be a resident one and salary according to Burnham Scale with pension scheme attached.—No. 20,876.

PHYSICAL CULTURE MISTRESS required in September in a high-class Girls' Private School on the South Coast. Bedford or Dartford student preferred. Salary offered from £100 per annum, together with board and residence.—No. 21,336.

PHYSICAL CULTURE MISTRESS required in September at an important Girls' School on the South Coast. She should be able to offer some subject in the Junior School. Salary offered about £100 to £120 per annum, together with board and residence with a pension scheme attached.—No. 21,388.

PHYSICAL CULTURE MISTRESS required in September for an important Girls' School on the South Coast, recognized by the Board of Education. The candidate appointed should be either a Dartford or Bedford trained, and have a good knowledge of remedial work in addition to the ordinary subjects. Salary offered £100 to £120 per annum, according to qualifications and experience.—No. 21,451.

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English, History, and General Form Mistresses.

HISTORY SPECIALIST required for Secondary School in Yorkshire. Geography a recommendation. Honours degree and training essential. Non-resident, Burnham Scale. A 95,946

HISTORY MISTRESS required for Private Day and Boarding Recognized School in Western County, with elementary English and Geography to Junior Cambridge Standard. Experience or training essential. Resident, £110 to £130. A 95,534

HISTORY MISTRESS required for large high-class Private Recognized School on the South Coast, to teach History and Literature. Good degree and experience essential. Churchwoman preferred. Burnham Scale, resident or non-resident. A 94,802

ENGLISH SPECIALIST required for Secondary School in Yorkshire. Scripture a recommendation. Honours degree essential. Experience preferred. Non-resident, Burnham Scale. A 96,065

MISTRESS required for high-class Private Recognized School near London to teach History with Latin to Matriculation standard. Churchwoman essential. Resident, £100 to £120. A 95,427

HISTORY SPECIALIST required for County Secondary School in Staffordshire. Latin to Matriculation Standard a recommendation. Teaching experience essential. Non-resident, Burnham Scale. A 95,425

MISTRESS required Church of England Boarding School in Surrey to teach English and History in Junior and Middle School. Experience essential. Resident, £120 per annum. A 95,974

ENGLISH MISTRESS required for Public Secondary School in South Wales, with some Latin. Training or experience and good Honours degree essential. Resident. Glamorganshire Scale, possibly Burnham. A 95,322

MISTRESS required for Public Girls' School on South Coast to teach English and Latin. Resident, £110 to £150 per annum. A 96,066

MISTRESS required for Private School on South Coast to teach English and History. Good degree essential. Resident, £130 to £150. A 95,466

SENIOR ENGLISH MISTRESS required for large Private School in Shropshire to teach Literature and History. Latin a recommendation. Experience essential. Resident, £150. A 95,921

Geography Mistresses.

GEOGRAPHY SPECIALIST required for Endowed Public School in Yorkshire. Oxford or Cambridge Diploma essential. Non-resident, Burnham Scale. A 95,209

GEOGRAPHY MISTRESS required for Private Recognized School on the South Coast. Botany a recommendation. Good experience essential. Resident or non-resident, Burnham Scale. A 95,742

Classical Mistresses.

ASSISTANT MISTRESS required to teach Latin to Higher Certificate Standard, with, if possible, Greek and English, for Public Secondary School for Girls in the North. Non-resident, Burnham Scale. C 96,060

CLASSICAL MISTRESS required for Public Endowed School for Girls in Home Counties, teach Latin to Inter. Arts Standard, with subsidiary English or French. Honours degree preferred. Salary Scale, from £185, with rooms. C95,538

CLASSICAL MISTRESS required for important Public School for Girls in the North. Senior post. Honours degree or equivalent essential. Non-resident, Burnham Scale. C 95,212

CLASSICAL MISTRESS required to take charge of the Fifth Form for high-class Public Boarding School for Girls in South-West Counties. Experience essential. Resident, up to £150. C 95,355

Modern Language Mistresses.

SECOND FRENCH MISTRESS required for important Church School for Girls on the North-East Coast. Church of England essential. Resident, from £140 per annum. C 95,902

FRENCH MISTRESS required for Public Secondary School for Girls in the North to teach up to Higher Certificate Standard. Non-resident, Burnham Scale. C 95,876

FRENCH MISTRESS required for high-class Proprietary School in the Midlands. Ability to offer Italian or German an advantage. Resident, good salary. C 96,095

FRENCH MISTRESS required for Elementary Training College in the South-West. English Composition and Literature subsidiary subject. Member of the Church of England essential. Resident, Burnham Scale. C 96,018

ASSISTANT MISTRESS required to take French up to University Scholarship Standard, with some English, for important Public School for Girls in

the North. Oxford or Cambridge candidate preferred. Churchwoman essential. Resident, Burnham Scale. C 95,450

SENIOR FRENCH MISTRESS required to take work to University Scholarship Standard for important Public School for Girls in the North. Honours degree or equivalent essential. Games a recommendation. Non-resident, Burnham Scale. C 95,211

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English, History, and General Form Mistresses.

- SENIOR ENGLISH MISTRESS** required for first-class Private Boarding School for Girls on the South Coast. Well qualified lady required. Salary £150, resident. K 95,304
- JUNIOR HISTORY MISTRESS** required for Church Public School in Midlands. History in the Junior and Middle School with some other subject. Resident salary according to Burnham Scale. K 95,233
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- TWO MUSIC MISTRESSES** for Public Boarding School in the West Indies to take between them Violin, Pianoforte, and Class Singing. Resident posts. Salary for one, £120-£140, and for second post, £90-£95. Passage paid. B 91,557
- TWO MUSIC MISTRESSES** for Public High School in the West. One with Pianoforte and Violin and the other with Pianoforte, Class Singing, and Aural Training. R.A.M. or R.C.M. training essential. Churchwoman essential. Non-resident. Salary at least minimum of Burnham Scale. B 95,771
- ASSISTANT MUSIC MISTRESS** for Public Secondary School in the North. First-class qualifications and modern methods essential. Non-resident. Salary according to Burnham Scale. B 95,904
- JUNIOR MUSIC MISTRESS** for large Public Secondary School in Home Counties. Pianoforte on Matthay and Curwen methods, Junior Class Singing, Musical Appreciation, and Aural Culture. I.R.A.M. or A.R.C.M. and modern training essential. Non-resident. Salary according to Burnham Scale. B 96,030
- ASSISTANT MUSIC MISTRESS** for large Church of England Boarding School in the Midlands. Pianoforte on Matthay method and Organ. Diploma and training. Churchwoman essential. Resident, £130 initial. B 95,829
- MUSIC MISTRESS** for large high-class Boys' Preparatory School in Scotland. Good Pianoforte, Organ, Violin. Experience. Resident, about £130. B 95,486

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REVIEWS AND MINOR NOTICES.

EDUCATION.

The History of Education. By ELLWOOD P. CUBBERLEY. (18s. net. Constable & Co.)

Having boxed the compass of the various subjects that fall to the lot of a professor of education, Dr. Cubberley here returns to his first love, and gives us a compendious treatise on the history of education. He recognizes that there is not exactly a dearth of such histories, but claims that his treatment is sufficiently distinct to give it a right to a place in educational literature. He does not compete with Paul Monroe's text-book that has won for itself an established place in the universities of the world. The new book deals not so much with educational theories and their classification as with the actual work of education throughout the ages. Here he comes into competition with Prof. J. W. Adamson, who has made it his specialty to inquire into what actually took place in the schools at the different periods. His "Short History of Education," however, covers only a comparatively brief period, though it covers that exceedingly thoroughly. There appears, accordingly, to be room for the new book, particularly as its author approaches his subject with a definite reference to the development and spread of civilization in the west.

To a certain extent the book is self-contained, and may be read with complete understanding without reference to any other work of its author. But if it is intended to be used as a class-book it will be necessary for the reader to provide himself with a copy of Prof. Cubberley's "Readings in the History of Education." This runs to 684 pages, and the present work to 849, so that between them the student has an historical library sufficient for all his needs. The whole constitutes a body of work that should satisfy even the exacting demands of the American university public, that appears to expect from its educational professors an output of an ordinary book every year. Each of these volumes should count for at least a quinquennium.

The first two parts of the present book deal with the Ancient and the Medieval World. They contain nothing very new, but they are efficiently done and give just the information that the student is expected to acquire. The matter is presented in a very attractive way, and some points are made with unusual skill, as, for example, the transition from home education to school education at Rome, the relation of Christianity to the Roman system, and the Moslem influences tending towards a renaissance. But Prof. Cubberley is at his best in the transition period and in modern times, particularly towards the end of the book, for it may fairly be said that the value of the work goes on increasing as it approaches modern conditions. Chapters XVI, XVII, and XVIII, are more like other text-books than the rest, but with really modern times our author comes into his own and is at home. While he has a full and generally sympathetic appreciation of the ancient and medieval problems, his active interest appears to be in the developments of our own time and the period that immediately preceded. His account of English education in the nineteenth century is socially interesting to our readers, and they will find that he has given an excellent presentation of the essential points. We can learn more from the book, however, where it brings in American conditions as a contrast to those of Europe. It may be complained that the last part of the book has too much of an American flavour. But though Chapter XXVI is given up entirely to American affairs, it is certainly not the least instructive section to us on this side. The remaining chapters are of particular value to us in our present educational difficulties. It would be to the best interests of these islands if our educational administrators could be called upon to read the last three chapters.

The book is copiously illustrated and has an excellent index. The chapters are followed not only by a list of selected readings from the author's companion book, with questions on them, but also by a list of questions for discussion. It is an altogether workmanlike production.

CHRISTIANITY.

An Introduction to the History of Christianity, A.D. 590-1314.

By Prof. F. J. FOAKES-JACKSON. (20s. net. Macmillan.)

In this volume of less than four hundred pages Dr. Foakes-Jackson gives a survey of the salient aspects—the developments and institutions—of the Middle Ages. In his Preface he explains that the object of the work is “to give such an introduction to the history of the Middle Ages as to make its readers desire more knowledge of this important epoch in the development of mankind.” He adds, “I have attempted to present the main features of the period, treated in chapters which are rather essays than chronicles, with the hope of stimulating further inquiry.” The excellent bibliographies appended to each chapter will certainly facilitate such further study.

The scope of the book can be seen from the following titles of chapters: “The Pillars of the Medieval Church” (Monasticism and the Papacy), “The Church and the Empire,” “The So-called Dark Ages,” “The Church Empire of the West,” “The Revival and Reorganization of the Papacy,” “The Crusades,” “Learning and Heresy in the Early Middle Ages,” “The Medieval Church as a Disciplinary Institution,” “The Friars, the Schoolmen, the Universities,” “England,” “A Survey of Society,” “Dante and the Decay of Medievalism.” These titles are, perhaps, the most important.

It will be at once evident that the book is full of interest. It will be particularly useful as a first survey on a large scale for the study of the medieval period, which, in spite of the author's complaint that the subject “does not appear to be for the moment popular in the universities of Great Britain or America,” is exciting great interest, and was quite recently the theme of a series of university lectures in London, which have been published in volume form under the editorship of Prof. Hearnshaw. A useful list of important Popes concludes Dr. Foakes-Jackson's volume.

THE INFLUENCE OF DIET.

Diet and Race : Anthropological Essays. By F. P. ARMITAGE. (7s. 6d. net. Longmans.)

Geographers and historians no less than zoologists and anthropologists are concerned in elucidating the problems associated with the origin and distribution of the varieties of the human species. The question was discussed even in classical times, and attention drawn to the fact that the negro races inhabited the hotter and more humid parts of the then known world. The influence of latitude, altitude, and climate, have been repeatedly discussed, together with the features of racial intermingling. The present volume presents a series of essays on the influence of diet, which include many new presentations of already known facts which throw further light on some of the discrepancies noted by previous investigators.

The first essay deals with the relation of diet to physique, the author pointing out that the majority of short people inhabit inhospitable and isolated districts; whether in arctic, torrid, or temperate climates, scarcity of food is associated with diminutive stature. It is not so clear whether he regards man as having developed from a diminutive type as a result of gradual improvement in his means of alimentation or considers the modern dwarf races as examples of degeneration. In this connexion he might have dealt with the observations of Collignon and others that those born in inhospitable areas but brought up elsewhere attain to a greater stature than those remaining in their native environment, and with the abundant evidence of the steady improvement in the physique of the peoples of western Europe during the last two centuries,

when the cost of living has been reduced and so more food has been available for the family. The author draws attention to the importance of the nature of the food. Fish and flesh eaters have powerful frames when this is readily available, small frames if it is scarce, but always show great energy and stamina, but the perishable nature of the food renders them improvident and gregarious. He might have added that a hunting life required the communities to be small or migratory. Those whose staple food is wheat have greater energy, if less endurance, than the foregoing; owing to the stability of their food they are the pioneers of the world. Rice eaters are men of poor physique and feeble stamina, but thrifty and numerous. The best results are found where there is a mixed diet.

In essays on diet and colour Mr. Armitage shows that the discrepancies arising when the attempt is made to explain coloration as due to the influence of light and particularly of tropical light are minimized if consideration is paid to the amount of salt in the dietary, and he concludes that an increased intake of salt leads to a lessened action of light on pigmentation. He gives a detailed study of the amount and the sources of the salt available in different areas, and shows how important a part this substance has played in the origin of trade routes. Some of his conclusions may be subject to revision in the light of further knowledge, since the works from which he has obtained his data are admittedly not the most recent, but the idea should prove stimulating to the racial geographer.

In a final essay he discusses the relation between the food and the cranial form as affected by the mechanics of the lower jaw. This is of importance in reviewing the stages of human evolution, and the section would have been better for expansion and further reference to the work on these lines of Sir Arthur Keith, Prof. A. Thomson, and Dr. Harry Campbell. The essays should serve to illuminate some sections of the teaching of geography in its relation to human elements, and as such will no doubt be read with interest by many.

CLASSICS.

Ancient Greece : A Study. By STANLEY CASSON. (2s. 6d. net. Oxford University Press.)

Not a story for children, but an analytical study, by a Fellow of an Oxford college, of the factors which made for the rise, the peculiar perfection, and the decline of the Greeks, this book raises expectations which it does not entirely fulfil. Of course, this may be the fault of the expector and not of the author. But in his anxiety to avoid the inane raptures of the “classical enthusiast,” Mr. Casson has become rather too jejune and matter-of-fact. He devotes thirty-three pages to a rough survey of the historical conditions under which the Greeks developed from 1100 B.C. to 450 B.C., and he shows well how these conditions tended to produce that directness and endurance which are so characteristic of the Greek spirit. Then the second portion of the book is devoted to an examination of the Greek himself, of his social, moral, and spiritual life. Mr. Casson's judgment is always sane, and at times very happily expressed, as, for example, his summary of the religious attitude of the average Athenian in the age of Pericles as “the creed of mankind consciously at the summit of its development, of a mankind proud of and satisfied with its achievements, and meeting its deficiencies not with pride nor yet with humility, but with the steady gaze of perfect control” (page 50). The contribution of material surroundings towards the production of this attitude is rightly stressed in subsequent pages, and the book concludes with an examination of the causes—not forgetting malaria—which led to the decline of Greece. Mr. Casson is aware of the defects of the Greek character, and gives full significance to the ravages of *στάσις* but his dismissal of *παιδευσθῆναι* in fourteen lines is rather perfunctory. Occasionally we notice a distortion of reference, such as the quotation of “You will never step into the same river twice” from Heraclitus (on page 42) which we should not expect to find in a book intended for scholars, and *dormital* *Homerus* with a vengeance when an Oxford don speaks of the Aristotelian *μεσότης* as though it were a quantitative mean between two extremes, as Mr. Casson does on pages 75 and 76. The dozen illustrations are unusually good and of unusual interest.

EDUCATION.

Mentally Deficient Children: Their Treatment and Training. By Dr. G. E. SHUTTLEWORTH and Dr. W. A. POTTS. Fifth Edition. (10s. 6d. net. Lewis.)

The issue of a new edition testifies to the well-deserved popularity of this book, which was the forerunner of those serving alike the needs both of the medical and of the educational professions, and which may be said since its first appearance in 1895 to have kept its light shining a little in front of the rest.

The educationist will be specially attracted to the sections on educational and industrial training which set out the results noted by the authors in the course of an almost unique experience of the mentally defective in institutions, schools, and the world. Special consideration is given to the value and the limitations of psychotherapy as a means of treatment of some of the features of conduct of those innately defective, and as an aid to the differential diagnosis between moral imbecility and the neuroses of adolescence. The social reformer will find an excellent account of the efforts made by the Birmingham Justices to investigate the mentality of juvenile delinquents brought before them. This is largely pioneer work in this country, following the example set in Chicago and Boston, and it is interesting to note that Dr. Potts bears testimony to the advantages of training and control of the young delinquent over a considerable period. He regards it as unfortunate when young prisoners charged for the first time are therefore discharged, because he has often found they have been on the wrong path for some years. This is the more important as in some quarters there would appear to be a tendency to minimize the really valuable work in character formation and reformation carried out in many of our schools.

The War List of the University of Cambridge, 1914-1918. Edited by G. V. CAREY. (20s. net. Cambridge University Press.)

This handsomely produced volume, of over 600 pages, is a fitting memorial of the response made by Cambridge men to their country's call in the hour of war. The summary at the end—a table giving statistics of distinctions, etc., gained—is an idea which might be adopted in all "War Lists"; we could then compare the collective records of the "educated" and the "uneducated" soldier. To judge from the summary in this volume, Cambridge would stand very high indeed upon any such comparison.

- (1) "Riverside Text-Books in Education: Division of Secondary Education": (a) *Experimental Education*. By Dr. F. N. FREEMAN. (7s. 6d. net.) (b) *The Psychology of the Common Branches*. By Dr. F. N. FREEMAN. (7s. 6d. net.) (c) *Statistical Methods Applied to Education*. By Prof. H. O. RUGG. (10s. 6d. net.) (2) *National Intelligence Tests*. Prepared under the auspices of the National Research Council and Revised for Use in English Schools. Specimen Set. (2s. 6d. net.) (3) *The Principles of Education*. By Prof. W. C. RUEDIGER. (7s. 6d. net. Harrap.)

Of these, the "National Intelligence Test" is the only one that is quite new. The success of the Intelligence Tests in the American Army was so marked that the U.S.A. General Education Board made an appropriation of \$25,000 to be used for the preparation of methods of measuring the intelligence of school children, and the Tests now published are a part of the work of the committee that was appointed in consequence. The documents are meant for mass testing, and make the minimum demand for time from the teachers. They are accompanied by a Manual of Directions, and the packet is therefore self-interpreting, and can be used by any teacher of ordinary intelligence without any special training in testing. The tests have been revised in such a way as to make them applicable to English conditions, without which of course they would be of little value on this side of the Atlantic.

Most of the other books have been already favourably reviewed in these columns, so we are pleased to find them thus issued in a uniform get up. "Statistical Methods" is a very valuable book in these days of quantitative treatment of educational problems. So many of our newer educational texts take for granted the commoner terms and formulae, that the intelligent but non-specialist reader is often at a loss. Everything he needs in the way of explanation is here provided in a clear way. The matter is made as attractive as such matter can be made, and the general reader can take from it as much as he desires. The real student of the newer educational methods will, however, need to master the book. It is indeed essential to all students of this type.

Ruediger's "Principles" has now taken permanent rank among the half-dozen books with the same title that now enrich

pedagogical literature in English. It has amply justified the praise with which it was received on its first appearance.

Dr. Freeman's two books have a very practical turn. They will certainly commend themselves to class-room workers who want guidance on the psychological side. Since there are half a dozen books with the title "Principles of Education," it seems useless to find fault with Mr. Freeman for appropriating the title that we, in this country, associate with the name of Dr. Rusk. But the "Experimental Education" that comes from Chicago is quite different from the "Experimental Education" that comes from St. Andrews. The two books are complementary to each other, each is no doubt of most use on its own side of the Atlantic: yet each has a special value in bringing the two ideals of education into their true relations to each other. The present reviewer did not happen to have seen "The Psychology of the Common Branches" when it appeared in 1916: accordingly, he was more interested in it than in the others that he had previously read. This departmental psychology, or psychology in commission, is apt to lead to a false perspective, unless readers are fairly well grounded in general psychology. But the place of general psychology may be either before or after this departmental form. If it comes after, then the material supplied in this volume forms the data on which generalization may be justified, whereas if it comes first, Dr. Freeman's materials form admirable illustrations of generalizations already attained.

Teachers will welcome this handsome addition of four volumes to the technical literature of their subject.

ENGLISH.

Fourteenth Century Verse and Prose. Edited by KENNETH SISAM. (7s. 6d. net. Clarendon Press.)

Good and useful anthologies of Middle English literature are already available for the student and general reader, so that the gap which this book seeks to fill is not obvious. If its purpose be to give examples of the best writers of the fourteenth century, other than Chaucer, it may be said to be successful; but to issue a book of this kind without a glossary is a serious mistake which is not compensated for by the promise of one at some future date. The volume consists of (1) a general introduction which is interestingly though rather floridly written, and surveys the chief literary features of the century, (2) short introductions to the extracts, (3) explanations of difficulties in these, and (4) a short sketch of the English language in the fourteenth century as an appendix. The extracts have been chosen with discrimination and taste and the notes are clear and to the point.

Eton Fables. By CYRIL ALINGTON. (3s. 6d. net. Longmans.)

A vivid recollection of *Shrewsbury Fables* reviewed in these columns at the time of its publication, led us to expect a couple of hours of real pleasure and profit in the perusal of this new collection. And our expectations of *Eton Fables* have not been disappointed. Mr. Alington has a gift, which surely amounts to genius, for using this literary form so as to compel the interest of boys, and at the same time to deal most effectively with some moral or spiritual problem. An old tree in his garden, or a box of matches on his study mantelpiece, or the school yard, or a moving staircase at Paddington, furnishes the text of an entrancing and effective discourse in the form of a fable. We hope this book will find its way to many a home and to many a head master's (aye, and head mistress's) desk. Mr. Alington's gift is peculiarly his own, and few of us could successfully imitate him. But, with a little adaptation, to which we are sure he would not object, the privilege of hearing his delightful fables might be shared by thousands of boys and girls to whom *Shrewsbury* and *Eton* are little more than names.

GEOGRAPHY.

Cambridge County Geographies.—Hampshire. By TELFORD VARLEY. (3s. 6d. net. Cambridge University Press.)

Like the other volumes in the series, this book is well printed and beautifully illustrated. Historically as well as geographically, Hampshire is a very interesting county, and all the important features are effectively dealt with in the course of the various lessons.

The Human Geographies (Secondary Series).—By J. FAIRGRIEVE and E. YOUNG. Book I, *The British Isles*. (2s. 9d. Philip.)

This book, intended for use in secondary schools, is written in the same style and on the same general lines as those in the Primary Series. Human activities in relation to geographical conditions are emphasized in all the descriptions, and particular attention is given to the great industrial areas, to the positions of towns and the important railway routes. At the end of each chapter practical exercises are given to supplement the work in the text

HISTORY.

China, Japan, and Korea. By J. O. P. BLAND.
(21s. net. Heinemann.)

Readers of Mr. Bland's former work, "Recent Events and Present Policies in China (1912)," will welcome the present volume, in which the author brings the economic and political history of the Far East up to date (1921). After tracing in close detail the succession of recent events in republican China, in which he shows the futility of endeavouring to Westernize Eastern political institutions, Mr. Bland draws a vivid picture of the country under the heel of the rapacious Tuchuns, whose bandit armies prey upon every form of productive industry, while the lack of an effective Central Government renders it impossible to keep disorderly elements in check. Only a benevolent despotism can, in Mr. Bland's opinion, save China from political and economic bankruptcy. The chapters on Japan's vital problem and her policy in China and Korea are a brilliant and statesmanlike contribution, and should be read by every representative at the Washington Conference. Put simply, Japan's population, to live, must either spread over the adjacent Asiatic shore lands or obtain food from a reorganized China. It is only fear of moral isolation that has hitherto prevented her from interfering more largely in Chinese affairs. Mr. Bland has some bitter things to say, in this connexion, of the "racial equality" decisions of the Versailles Conference and of the British and American Exclusion Laws. Every student of Far Eastern affairs should read this book, which is the most enlightened and inspiring work on the subject that we have read.

A Century of Revolution, 1789-1920. By MARGARET KENNEDY.
(5s. Methuen.)

Miss Kennedy's "Century of Revolution" covers the one hundred and thirty-one years which have elapsed since the outbreak of the French Revolution. It can hardly be contended that a new history of this period was urgently called for; it has been treated in a score of text-books during the last decade. Nor can it be said that Miss Kennedy adds much to our knowledge of the period. Nevertheless, she tells the familiar story agreeably, and she co-ordinates social and literary movements with the current of political events. Eight outline maps are incorporated with the text.

MATHEMATICS.

Commercial Arithmetic. By H. HALL.
(3s. 6d. net. Collins.)

A clear and fairly comprehensive account of the arithmetic of commerce. It is interesting to observe that the advantages to be derived from a decimalization of money and weights and measures are at length beginning to be more fully realized. So long as the present systems are maintained it is necessary to decimalize at the beginning and dedecimalize at the end of every calculation. The author lays undue stress upon contracted methods and advocates the reversal of the multiplier, a most fruitful source of error. Logarithms are introduced at the end, but we may hope that in time they will be taught at the beginning, and then there will be no need to trouble about contracted multiplication and division.

An Introduction to the Theory of Relativity. By L. BOLTON.
(5s. net. Methuen.)

This is an amplification of the essay which gained the prize offered by the *Scientific American* for the best popular exposition of Relativity. Whether the "man in the street" will rise from a perusal of this book with any clear idea of what Relativity is and of the steps whereby Einstein arrived at his theory, is perhaps doubtful, for although the amount of mathematical symbolism introduced is small, what there is requires for the understanding of its significance a certain amount of preparation. However, any one who has some elementary knowledge of co-ordinate geometry and the differential calculus should have no difficulty in following Mr. Bolton's exposition. So far as the restricted theory is concerned, a complete statement of the argument leading up to the Lorentz transformation can be given without employing any advanced analysis. It is otherwise with the general principle, and in dealing with this the author has had to content himself with suggestive illustrations of the line of reasoning followed. The final chapter is a brief but well balanced review of the bearings of the theory upon the problems of the aether, the extent of the universe, and action at a distance. Mr. Bolton is to be congratulated upon a by no means unsuccessful attempt to make comprehensible to persons without special mathematical training some of the ideas which Einstein has embodied in the mysterious language of tensors.

MODERN LANGUAGES.

Collection Gallia.—G. LENOTRE: *Histoires Etrangères qui sont arrivées*. (2s. 6d. net. Dent.)

It is with pleasure we note the appearance of the 35th volume of the excellent Collection Gallia. These books are well produced and form most useful material for the modern language teacher and student, whom they enable to escape from the ordinary run of French texts. M. Lenotre as one of the chief contributors to *Le Temps*, is eminently readable, and his knowledge of the by-ways of history is unsurpassed.

"Macmillan French Series": *Aid to French Pronunciation, with Numerous Drawings and Exercises.* By E. TILLY. (5s. net.)

This manual, written by the son of Mr. William Tilly, who was for many years a tutor at Berlin, is a complete exposition of the art of pronouncing French. It is fully illustrated with diagrams of the position of all the vocal organs when pronouncing the sounds of French, especial prominence being given to those which are strange to English or American mouths. To those who believe in phonetics it will be welcome; but to others it may be regarded as taking up too much of the brief time available for French. For the majority of pupils who will never go to France or meet a Frenchman, it seems more essential to learn how to read French, and if possible to write it without making too elementary errors.

The Oral Method of Teaching Languages.

By HAROLD E. PALMER. (5s. net. Heffer.)

Mr. Palmer has followed up his *Principles of Language-Study* with a detailed text-book of what he calls "The Oral Method"—that is, the method of teaching languages by conversation only. In his first volume he was careful to explain that he did not consider "the oral method" to be a complete method of language-study; in this volume he lays down definitely the principles by which teachers should be guided in its application. "Written work should, if possible, be excluded from the earlier stages of language-teaching" is his rule, emphasized with all the force of italics; and by "the earlier stages" he means "the first three to six terms." He supports this proposition by chapters in which various types of conversation are illustrated and elaborated. The conversations are by no means of the ordinary text-book kind; they are methodical and systematic exercises in the expression of thought in a foreign tongue, and they include some designed to give practice in grammar. They are frankly inhuman, and the pupil's interest will be wholly the interest of acquiring a capacity and making progress. Whether Mr. Palmer's method is fitted for the classroom is a question we have not the necessary space to discuss, but teachers who find that their oral work is apt to degenerate into chatter may be safely recommended to study his ingenious exercises. In too many language classrooms method and system in conversation are lacking.

Marlborough's English Grammar Self-Taught for the French: *La Grammaire anglaise sans Maître.* Par JOHN TOPHAM. (L'Ouvrage complémentaire "L'Anglais sans Maître." (3s. 6d.)

This is a book on old-fashioned lines. The pronunciation is indicated in the old way customary before the phonetic alphabet was invented, e.g. feud (houde). Verbs are conjugated at enormous length: e.g. the future participle of "not to be praised" is given as "n'étant pas sur le point d'être loué." How many years would a student read French before needing such a form? The same uninteresting exercises occur as in pre-Ollendorffian works, e.g. "Les couteaux et les cuillers sont des choses utiles." A French student of English could find many more effective books than this.

De la Terre à la Lune. By JULES VERNE.

Edited by J. B. PATTERSON. (1s. net. Oxford University Press.)

This much abbreviated version of Jules Verne's well-known story forms a suitable addition to the "Oxford French Plain Texts." It is clearly printed, and the proof has been well read. Such books, issued at a reasonable price, and calculated to induce our pupils to do some private reading in French, are always welcome.

Von dem Jungsten Tage: A Middle High German Poem of the 13th Century. Edited with Introduction and Notes by L. A. WILLOUGHBY. (7s. 6d. net. Oxford University Press.)

It is gratifying to find such scholarly evidence that interest in Middle High German literature has not ceased in this country. The poem which Mr. Willoughby has selected for treatment is of intrinsic literary value, and is at the same time a good example of the many writings that deal with the last judgment.

(Continued on page 398.)

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The Foundations of Aesthetics. By C. K. OGDEN, I. A. RICHARDS, and J. WOOD. (7s. 6d. net. Allen and Unwin.)

On page 88 this book quotes an obscure passage with the question, "What is to be understood by the following remarks?" Many passages in the text could be legitimately subjected to the same treatment. The subject notoriously lends itself to obscurity, but the bewildered reader does feel that he is entitled to a little more guidance than he gets here. He is left under the humiliating impression that he ought to get a great deal more from the book than appears on the surface. The illustrations are admirable, if we were only informed definitely what they illustrate. The thesis of the book is that Aesthetics is based on Equilibrium and Harmony. The text is taken from the Chung Yung as follows: My master, the celebrated Chang, says: "Having no leanings is called Chung, admitting of no change is called Yung; Yung is the fixed principle regarding everything under heaven." From this the reader is encouraged to find his way to the final satisfaction of synaesthesia.

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Continued on page 469.

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**A LIST OF SCHOOLS
will be found on page 460.**

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See also pages 405-409, 438, 450, 459, 460, 485; [Halls of Residence] 406;
[Physical Training] 407, 463; [Scholarships] 409.

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Continued on pages 480 and 481

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES.

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OCCASIONAL NOTES.

THE second reading of the Superannuation Bill, 1922, was adjourned in order that a Select Committee of the House might consider and report upon the question whether any undertaking by the Government or Parliament was given or implied that the provisions of the 1918 Act should not be altered while

**Pensions and
the Select
Committee.**

the Burnham Scales remained in force. This Committee consisting of nine members did its work very thoroughly, no less than seven of these members attending all five sittings, an eighth, Mr. Rhys Davies, attending four, and the ninth, Colonel Hurst, the last two only. The first and last meetings were deliberative, at the second and third evidence was taken from representatives of the teachers, and at the fourth from Viscount Burnham, Mr. Fisher, Mr. F. J. Leslie, and Sir Cyril Cobb. At the final meeting the chairman, Mr. Acland, proposed a draft report, the essential feature of which was the sentence: 'We are bound to find that an undertaking was implied.' The Committee, however, divided upon the paragraph containing this sentence, three members, Messrs. Davies, Joynson-Hicks, and Spoor voting for, and four, Messrs. Grant, Gregory, Hume-Williams, and Colonel Hurst against. Colonel Stephenson did not vote, though he had been present at all the sittings. A new paragraph, stating that "No undertaking, either express or implied" was given by the Government or Parliament, was then drafted and passed. In view of the somewhat narrow terms of reference of the Committee, of opinions given by Viscount Burnham, in his evidence, that a forced contribution would be "from the point of view of morals a little shabby," and that "during the currency of the

Scales," it would "admittedly be a breach of faith," which would "partake of the nature of sharp practice," and of a close analysis of the nature of the final voting, most teachers thought it probable that the Government would not press the Bill further.

THE Bill could reasonably be opposed on the ground that the proposed levy is *not* a contribution to a carefully thought out contributory pension scheme including, as such a scheme should, provision for contractual obligations, the redress of the inequalities and anomalies inherent in the 1918 Act, and some share by those affected in its control. In fact, the levy is held to be simply an appropriation from salaries, in aid of taxation, which is being applied to one, special section only of the nation. Moreover, it is not even being applied to all that section, since there is no proposal to place other public servants' superannuation schemes on a contributory basis. The Government has promised to set up a Departmental Committee to consider the Superannuation Act of 1918; it is clearly the business of this Committee, first to consider very carefully whether the advantages of a genuine contributory pension scheme do really outweigh the disadvantages, and, then, if it comes to the conclusion that they do, to frame amendments to the 1918 Act—or possibly a new Act—with this end in view. The contention of the Government, that a saving must be made in educational expenditure at the expense of the teachers, seems indefensible; for it ought to have considered its commitments under the Superannuation Act of 1918 at the time when its commitments under the Burnham Scales were under consideration. To proceed with the present Bill appeared to constitute an indictment of the Government for want of ordinary business capacity. However, on June 15 the Prime Minister stated in the House that the Government had decided to press forward with the second reading. The teachers therefore had the opportunity of reconsidering their position. As there was a considerable body of opinion that it was desirable to refrain from further opposition to the second reading, it was decided merely to ensure that a clear statement of the teachers' position should be made during the reading.

AN Economy Campaign usually involves an attack upon officials and administrators, their number and their remuneration. The Select Committee on Estimates have passed in review the expenses of the Board of Education, and it might be assumed from the scare headlines of the daily press that the Board is guilty of gross extravagance. In all but a few details, however, little exception can be taken to their record. The number of the "Higher" staff is the same as in 1913-14, and if their emoluments are some £38,000 more than in that year, it is not an excessive addition, and is presumably largely due to the war bonus provided by the Government for all Civil Servants. The executive and clerical staff has increased, and as the bonus was, quite properly, substantial for the lower paid branches of the service, the cost has considerably increased. The substitution of the percentage system for fixed grants demands a much larger clerical staff, and until the system is altered, the staff will be required. As Inspectors may be classified as desirable rather than essential, the wisdom of

**The Board's
Administration.**

increasing the staff of women Inspectors by nine since last year may be doubted, and the Select Committee's observations regarding their salaries and that paid to the Chief Medical Officer are, we think, justified. We note that the President of the Board attended before the Committee and referred to the increase in teachers' salaries. He might have added that this increase must influence the salaries paid to Inspectors and other officials employed in the service of education.

THERE is much to be done, and many changes to be made, before the financial relations between the Board of Education and the Local Authorities will be satisfactorily adjusted. Some method

Circular 1298.

will have to be devised under which the Government, while bearing an equitable proportion of what must be an increasing burden, does not impose upon the Authorities the vexatious obligation of obtaining approval for every detail of expenditure. The circular relating to grants for Higher Education to Local Education Authorities does not affect the main issue, but it may, and it is hoped it will, tend to reduce the number of detailed claims and returns now required. The existing grants for Higher Education (so far as they are payable to Local Education Authorities), now administered under various regulations, are to be withdrawn and a single comprehensive grant substituted. This grant will include the residue grant and amount to one-half of the Authority's expenditure recognized by the Board as expenditure in aid of which Parliamentary grants may be made. It is provided that to any area in which the grants payable in the year 1921-22 exceeded 50 per cent the Board will pay, for the current year, only a grant bearing the same proportion to the net expenditure of that year as the grant normally payable in 1921-22 bears to the net expenditure of that year. The inevitable regulations will be issued in due course and will include certain provisions already published under which it is proposed to gradually extinguish duplication of State aid in respect of Secondary Schools and other institutions not provided by Local Education Authorities.

THE Empire Settlement Act, recently passed, is intended as part of a scheme which must be completed by our trans-oceanic brethren for renewing

Colonial Expansion.

the flow of emigration from this country that was so large a feature in the history of our possessions fifty years ago. The occasion is one which reminds us of Colonial expansion in the past history of Europe; the Hellenes, from their peninsular home, sent out many colonies to all parts of the Mediterranean from Asia Minor in the east to Spain in the west. These colonies were the children of the cities, their metropolises, they were organized as religious and commercial daughters of their original home; the tie was often slight and quarrels were not unknown, but the whole movement made the Hellenes rivals in the "Great Sea" to the Phœnician colonies from Tyre and Sidon. Hellenic colonization was thus very similar to English and differed entirely from the "Colonies" (*coloniae*) of Rome into whose empire the whole of the Hellenic world was finally absorbed. These were settlements of Romans in cities to which special privileges were granted and which formed centres of Roman power throughout the empire.

With the "fall of Rome" in the west, and the growth of new states in Europe, colonization ceased for centuries; when the Mohammedan powers barred the overland way to India, Portugal began that series of navigations toward the south which finally led her round the Cape of Good Hope to the shores of India, but her achievements were for trading purposes only, like the later work of Dutch and English merchants, and it was Spain that, with the accidental discovery of America by Christopher Columbus, began to colonize in Central and South America, by methods far different from those of Hellas, but leading to the formation of subject communities.

IT was in rivalry to this, the colonial growth of Spain, that Englishmen began, in the seventeenth century, to colonize the northern coasts of America, and, largely

Empire Settlement.

for commercial purposes, but also partly for religious reasons, founded the original thirteen colonies which later have grown into the United States of America. The Dutch also founded colonies in North America, but the chief rival of England there was France, with her trading posts and missionary efforts, and the conflict that arose out of that rivalry in the eighteenth century is well known to all. When the conquest of French Canada led to the revolt of our own colonies, Captain Cook began to discover Australasia, and after the Napoleonic struggle (during which we acquired the beginnings of South Africa), Canada, Australia and New Zealand began that career as British colonies which has given us to-day a far extending empire in which the word "colony" has been dropped and Greater Britain consists of daughter States, equals in many respects of the mother country. Since the Great War, however, there has arisen a growing feeling that the Dominions and Commonwealths which are a large part of the British Empire are not sufficiently stocked with men and women of the British race; with the development of new possibilities in the Pacific, it is being gradually realized that Australia, and to a large extent New Zealand, is comparatively an empty continent. This opinion has resulted in the welcome Empire Settlement Act, which will give the opportunity to many intending colonists to realize their desires; indeed the Premier of Western Australia has already arranged to take 25,000 British subjects every year to the south-western portion of his country.

INTERESTING experiments are being made in Germany with a new method of teaching history in higher classes in schools. Synoptic history-tables

New Method of Teaching History.

(Synoptische Geschichtstabellen) have been set up, under the editorship of Dr. Siegfried Kawerau, of Charlottenburg, himself a teacher of history, in which the contemporaneous facts and events in economic development, social conditions, five departments of mental life (religion, science, literature, art, education), internal constitution and foreign policy of the principal countries, are presented side by side in parallel columns. While the teacher deals with his subject matter, he and his pupils will have this work open before them. They will be able not only to make comparisons, but also by thought to make deductions, and to perceive the inward and functional interdependence of the various phenomena. Since the facts are to speak for themselves,

their presentation is in a form, at once comprehensive and objective, which is simply impossible to a continuous narrative. The old method of teaching history, principally as political, acted as an incentive to war, for none but students and statesmen knew the causes and prevention of war; the school-boy had no means of building up his historical knowledge on a sociological basis, and could not recognize war as the catastrophic snapping of economic-social tension; his memory and not his reason was exercised. This new training should obviate these defects; its possible value for a real democracy will be quickly recognized.

THE problems of vocational psychology have recently aroused great interest in this country. At a meeting held at the Mansion House towards the end of March, Viscount Haldane spoke strongly in favour of the application of psychology to industry as one of the most scientific

Vocational Psychology.

methods of dealing with the present industrial unrest, and of repairing the injuries to the economic position of the country consequent upon the war. In a series of official reports published by the Industrial Fatigue Research Board, Prof. Muscio and others have reviewed the whole literature of the subject, and have described investigations of their own dealing with the selection of suitable employees for such trades as printing and the manufacturing of confectionery. Dr. C. S. Myers has given up his post at the Cambridge Psychological Laboratory to become Director of the new National Institute of Industrial Psychology. Under his guidance investigations are proceeding in a Lancashire colliery, in a London firm of caterers, and in various other factories. The Institute makes grants to research students at universities, and, as soon as the necessary funds allow, proposes to establish a separate section for vocational guidance and selection. Mr. Cyril Burt, Psychologist to the London County Council, has recently published a description of tests for clerical occupation, such as shorthand and typewriting; with other workers, he is now engaged in some of the trade schools and technical institutes under the Council upon the construction of tests for accountancy, dressmaking, engineering, and other technical trades; and, in conjunction with the National Institute, the Industrial Fatigue Research Board, and the labour exchanges he is conducting a test-experiment in vocational guidance with a representative batch of children about to leave selected elementary schools.

ONE of the best and most unbiased surveys of the whole subject is that published in the current number of "The International Labour Review," by M. E. Gauthier, Director of the Regional Employment Office under the Ministry of Labour at Paris.

Selection and Guidance.

He reviews the progress made throughout the world in vocational guidance and selection, and describes the chief methods employed. He considers—and here he is only echoing the views voiced by experts at the Congress of Industrial Psychology held at Barcelona last year—that vocational selection has now passed beyond the experimental stage. He lays down the following aim as formulated by the French Ministry of Labour: "the best distribution of human values among the various types of industrial activity." The school alone, and the psychologist alone, he argues,

can no longer deal with the whole problem. They must collaborate, not only with each other and with the medical inspectors and social workers, but also with the employment bureaux and the labour exchanges, and thus review all the many-sided qualifications of the employee, and all the varying needs of the employment market. He insists strongly that, in the interests of the community as a whole, vocational selection in the narrower sense is not sufficient, it must be supplemented by vocational guidance. It is not enough for each special firm simply to select the most suitable employees upon the lines most profitable to it. The State or the municipality, working either through the school or through the labour exchanges, must do the best for each child, at the critical moment when he ceases to be a pupil and becomes a worker, by finding for him the occupation most fitted to his physique, his general intelligence and his special aptitudes, his character and temperament, and his general social circumstances.

A FEW months ago we commented upon a discussion, in which men and women of high academic standing took part, upon the alleged disappointingly small output of women, reckoned in terms of original research. After all allowance had been made for circumstances peculiar to women, there seemed by common consent to be some justice in the allegation, and the question naturally arose whether the pioneers in the higher education of girls and women had been altogether right in imitating the systems which had been slowly devised for boys and men. In the very able presidential address of Miss Fanner, before the Association of Head Mistresses, we seem to discern a fresh and constructive way of approaching this intensely interesting problem. "The strength of woman," says Miss Fanner, "lies not in the control of the physical environment, but in the understanding of persons, and for this reason her chief interest has always been in the humanities, while among the sciences it is the laws of biology and of psychology which she most needs to understand and apply." Again, "aesthetics and crafts are for her of equal importance with the humanities and the sciences," and in the study of art and music we are concerned not chiefly with technique but with appreciation. It is no disloyalty to the pioneers, but rather in the very spirit of progress for which they stood, if we find that we have to revise our inherited conceptions of the educational ideals appropriate to women. Such utterances as that of Miss Fanner are both significant and helpful.

The Education of Girls and Women.

THOSE who drew up the agenda for the Conference were evidently concerned, not only with curricula, but also with the effect on education of external compulsion which imposes on girls' schools unsuitable subjects, leaving out much of importance and forgetting that all taxpayers really have a right to use schools supported by public money. The head mistresses rightly invited expression of opinion on the withdrawal of scholarships for higher education with little or no notice. In the political world it seems allowable to repudiate anything that is to one's own hindrance. As the voting power of women will have considerable effect on the tone of politics, a discussion bordering on political ethics by head mistresses is of considerable public interest. We agree too that

Conference of Head Mistresses.

the effect of a free place examination common to an area is one that can only be justly considered by heads of schools concerned by the introduction of the system objected to, and it is well that all should hear their experience. It is an anomaly that free places should be awarded on a standard lower than that expected of fee payers. Still, schools are founded for all who can gain by attending them. Many profit by school or university who never obtain the school brand of the first examination or a B.A. degree. It is a matter for eternal debate whether free places should depend on merit and suitability or on merit and poverty. A member has just been declaring in the French Chamber: "Les enfants accéderaient d'un ordre d'études à un autre non pas selon leur situation sociale, mais selon leur intelligence." In England we suffer from the fact that those who help themselves by their own efforts are pushed aside by those who mean to rise by other people's efforts; so abuses creep in when selection appears to depend on financial need. The only solution seems to be: Free places for elementary children, bursaries for children already in secondary schools. Disapproval was expressed of the tendency to estimate suitability to profit from a school course by the probability of the pupil's attaining the standard of the first examination in due time. The idea that worth can be estimated by the potential passing of an arbitrary examination is on a par with ostracizing those who cannot actually pass it. A short time ago we were bent on cutting down examinations; they are now again becoming all powerful; they are the only facts Mr. Gradgrind can understand. It is not the clever alone that Education calls to her great supper.

Choice of Employment. IN accordance with the terms of Lord Chelmsford's report, Local Education Authorities have now the option of giving effect to the Education (Choice of Employment) Act, 1910, unfettered by the Ministry of Labour, provided they also undertake, on behalf of the Ministry, the administration of Unemployment Insurance in regard to young persons under eighteen years of age. Except on the ground that the reward for the fulfilment of one duty is supposed to confer the power to fulfil another, it is a little difficult to understand why the price of liberty in one direction should carry with it an obligation to discharge an alien function. The Ministry of Labour will of necessity retain all their machinery for the payment of Unemployment doles to persons over eighteen years of age so that additional cost must be incurred by Local Authorities if they deal with the payments to young persons. Consequently, it will not be surprising if a good many County Authorities decline to accept the proposals. They will probably be right in doing so, but we doubt whether they are equally well advised in protesting against the suggestion that if a County Authority stands aside, it should not be competent for what are termed "Part III Authorities," if they so desire, to discharge the duties.

The Teaching of Grammar. THE papers and speeches at the English Association's recent Conference on Grammar show how far we have travelled from the days when the teacher looked up to "Lindley Murray" almost as to an inspired Bible, accepted unquestioningly its rules, and imposed them rigidly upon his pupils. The grammar of a dead language

is, in a sense, a thing fixed. We can tabulate the practice of those who used it, and specify deviations from the norm. Yet even to a dead language the modern attitude has changed; we no longer look upon Thucydides as breaking rules of grammar because his sentences evade our classifications. We realize that the dead language was alive when he wrote, and that he moulded his expressions without being in the least subject to rules that as yet had not been formulated. Still more with a living language do we recognize the fluidity of grammar; the rule of to-day is simply a statement of current practice; it did not exist yesterday, it will not bind to-morrow. This is why it is desirable to confine the teaching of grammar in schools to the simplest elements. Prof. Mawer carried the argument a stage further when he showed that modern developments of analytical languages were opening up new possibilities of expression and that we were faced with the reconstruction of grammar. Till that reconstruction was accomplished, the teacher should hold his hand. But this only makes it more necessary, as Mr. Andrew ably urged, to be clear and definite about those simple rules of universal grammar which are a statement of laws based on the analysis of thought. Neglect of them in the school means slovenliness of thinking, haziness in comprehension of what is read, and sloppiness in composition.

What is Technical Education. IN his presidential address to the Association of Teachers in Technical Institutions, Mr. J. Paley Yorke ranged over a wide field, as is customary on such occasions. From the important topics he dealt with, we select for special emphasis the most fundamental of them all—the very meaning of technical education, as the term is now used, or as it ought to be used. Many years have elapsed since the last comprehensive inquiry was made, and many changes have taken place since then. It is not without significance that the old phrase technical *instruction*, implying more than a hint of a narrowly utilitarian aim, has by fairly common consent been replaced by the phrase technical *education*. The technical institute at its best is really part of our educational system. Its main concern, as Mr. Yorke remarks, is the connexion between science and industry, and if the industry, and the science which is brought to its assistance are rightly conceived of, we have here no poverty-stricken ideal. And if again, in the curriculum of the technical institute, this element of applied science is supplemented by a distinctively humanistic element, the result is a type of general education fitted to take its place beside other types. But the whole subject is so gravely misunderstood even by some whose business it is to know better, that we gladly support Mr. Yorke's appeal for a public inquiry.

Women Tutors and Celibacy. THE terms of appointment for a recently-advertised post of resident tutor at the Home Science Department, King's College, Campden Hill, lay down the unqualified condition that candidates "must be unmarried and not engaged to be married." What can be the significance of the special stress laid on the unsuitability for such a post of a married woman—perhaps one whose husband is abroad or dead—and, still more extraordinary, of an engaged woman? How, for instance,

should it be a disqualification to be engaged, if the further step of matrimony is not yet above the horizon? Is the tutor permitted—the advertisement is not explicit on the point—to contemplate marriage as a future possibility? The mystery deepens when we reflect that the post is in an institution where the art of home-making and the sciences relevant thereto are the chief preoccupation of staff and students. Are the latter as well as the former discouraged from contemplating the management of a home in the capacity of wives and mothers? Or are only professional women to be doomed to celibacy as an alternative to continuing the work for which they have been trained? The terms of the advertisement look like a revival of the “No followers” and Mrs. Grundy attitude to female employees that we had hoped no longer survived, at any rate in the University of London, which surely did not intend to put a ban upon marriage when it led the way in opening its degrees and teaching to women students, and, more recently, in establishing a degree in home science.

ONE wonders further how the presumable intentions of those who framed the terms of appointment in question can be carried out. Will the Resident Tutor be allowed a male caller (a privilege accorded, we believe, to her students)? Or will association with men, except in her official capacity, be entirely forbidden to her? For a caller might propose and be accepted, and the effect on the institution of such an event might be worse than the more unexciting existence of the Tutor's husband or betrothed. These questions may safely be left unanswered if only professional women will resolutely boycott an institution which pries so unjustifiably into the private and personal concerns of its employees. For this is a serious matter which touches all women workers. The insistence that they shall concentrate exclusively on their work, giving up their right to live a normal woman's life, with normal human interests and outlets, is as bad for them as it would be for their brothers. The obvious reservation of the special conditions attached to child-bearing in the woman's case must not be allowed to colour and influence the whole question of the relationship between her profession and her individual life. Lastly, the demand is one which in all the true interests of education must be resisted. A woman gives best service as a teacher when she is happiest in her human relationships, and as little as in the case of man, was she made to live alone. Nor need one be a Clemence Dane to be conscious of the existence of evils which are in part due to the fact that the education of girls is too exclusively under the “regiment” of single women.

TWO very interesting Reports dealing with Carnegie Trusts were recently published. One of these, the “Carnegie United Kingdom Trust,” is naturally, chiefly concerned with the library policy of the late Mr. Carnegie to whom we are so deeply indebted both for Libraries built and endowed and for the assistance which this Trust is still giving to local authorities in proceeding with Library schemes. The Report, however, makes it abundantly clear that we owe a debt of gratitude for good work quietly, but steadily performed in other directions. Music is fostered, for instance, both under a scheme by which the works of present-day

composers are adjudicated upon and their writers awarded financial assistance, and by means of rural concert schemes. The other Report is that of the “Carnegie Foundation for the advancement of teaching.” Medical and Legal Education, and the training of teachers, in Canada and the States, are dealt with in great detail and, what is of deep interest at the moment, nearly one third of the Report is devoted to a close, almost meticulous examination of pension schemes and pension legislation. Pension schemes in American Universities are of very recent institution and are almost all contributory, salary conditions having been previously fixed independent of the subsequent pension arrangements. Since they are, in most cases, of little value to older teachers the Trust grants retiring allowances to such of these as are deemed worthy of help. The Report includes an article on the Federated Universities Superannuation Scheme of England and Wales and contrasts the position with that established by the School Teachers' Superannuation Act of 1918, but concludes that the Act does not represent a final judgment on the matter.

EXPERIMENTAL INVESTIGATION IN EDUCATION.*

BY PROF. C. W. VALENTINE, M.A., D.Phil.

EVERY new movement has two types of enemies. There are those whose minds are closed to anything new, because it is new; but even more dangerous to the success of a movement and the consolidation of what is really good in it are those misguided enthusiasts who accept novel doctrines without due criticism: witness the attitude of some to psycho-analysis and more recently to auto-suggestion.

In the same way experimental work in education will not gain from such assertions as that made by a distinguished psychologist, that experimental psychology had now made it desirable to scrap the history of education as useless; or again, by a recent writer to the effect that the experimental investigator can proceed independently of practical experience in the schools.

With this warning against exaggerated claims, let us consider three broad types of investigation of educational problems.

1. There are the cases in which new methods are put to the test in school practice, as, for example, the Dalton plan, the Montessori method, or, on a wider scale, the direct method of teaching foreign languages.

These are experiments in the sense of being efforts to strike out along new lines, and they have the advantage of being in the closest touch with school work. But they fall short of being experiments in the scientific sense. For that we need a knowledge of all the conditions: the power to vary one, and only one, element of the whole at a time, and to observe the corresponding changes.

Experiments in school are too complex to admit of such exact manipulation. Nor can the results be treated as typical of what would inevitably follow the methods applied. We must bear in mind the following weaknesses of the experiments considered as tests for universal application.

First there is often a special selection of the teacher. So long as a method is unpopular it is usually the alert, open-minded teacher who has the courage to break away from tradition. When the movement becomes more fashionable, with a sign of being “up-to-date,” it may attract on the other hand the less intelligent or superficial teacher. This is no doubt the chief reason why a

* Based upon a paper read at the Bangor Conference of the Training College Association.

number of movements starting with promise give disappointing results when carried further; compare the results of the direct method of teaching Latin in the hands of experts at the Perse School with some results elsewhere.

Again an experiment may not be typical if there is a special selection of pupils. If a school trying new methods gains a reputation for the teaching of certain subjects, as, for example, Oundle in Mathematics and Biology, it may attract especially boys of exceptional ability in those subjects, and so its final results are not only the consequence of the method followed. Or if a school is of the type sometimes called a "crank" school, it will attract the children of cranks; and who knows whether this is an advantage or not to the particular methods of the school?

The selective factor certainly works in an adverse way as regards some new movements. Thus the classical side in the public schools has certainly tended to draw the ablest boys, backed until quite recently by the aid of the best scholarships and by the tradition that only duffers do modern subjects. Hence modern subjects have only recently begun to have anything like a fair test.

A further complexity is this: that the mere novelty of a method may attract for a time the interest of pupils, especially younger ones. On the other hand it may take some time to be mastered and for its value to be felt by older and more serious students. The unfamiliarity of the method to a teacher on whom it has been more or less forced is a grave handicap to the method concerned. A method will only yield its best results in the hands of a teacher who is enthusiastic about it, who has re-adapted some aspects of it to suit his own idiosyncrasies, who is a master of his method and not fettered by it.

In summing up this type of experimental investigation one might be tempted to parody a paradox of Bradley's and say that the experimental movement is the best of all movements in the educational world at present, but that every particular experiment in it is a failure. That, however, would be too strong: for these experiments are not merely investigations, they are the accomplishing of results, which in many cases are their own justification, however difficult it may be to analyse their causes.

Furthermore, as a new method is adopted and in more varied types of schools, every one of the above-mentioned weaknesses *qua* experiment is decreased: there is less and less likelihood of a special selection of teachers or of pupils, the effect of mere novelty wears off, and text-books more suitable to the method are produced.

2. Under the second main type of investigations I would include those inquiries which are on the border line between statistical inquiries and experiments proper; as, for example, the investigations as to norms in spelling or arithmetic, as to the correlation of school subjects, and the application of tests of intelligence or fatigue. Even when such inquiries are merely statistical, they are in a line with the spirit of experimental inquiry and may be even more valuable in supplying facts as bases for our educational thinking.

Some of such investigations require expert skill: the application of mental tests, for example, by teachers untrained for the work, cannot supply material on which we can rely for statistical purposes, though it may be of great interest for the teacher himself.

But some investigations in the group are of a type notable for their simplicity. Take, for example, an admirable inquiry made by the late Prof. J. A. Green, as to the nature of the private reading of evening school pupils. The students were asked to write down a list of what they had read the preceding month or two. The beauty of this research is that what one may call a kind of probable constant error, namely, the danger of the student being tempted to do himself more than justice, makes the results all the more striking. For it was found that 75 per cent of the students read nothing but newspapers and trashy novelettes, a typical list being as follows:—"I read comic papers and various books, such as the 'Doctor's

Double,' 'Dick Turpin's Marvels,' 'The Pace that Kills,' 'Pickwick Papers,' and 'Henry Esmond'" (the last, I suspect, may be part of the "constant error"!). And the students were *voluntary* evening students, so the selective factor again makes the results more striking.

Another simple investigation of this type is Dr. E. O. Lewis's on the popularity of school subjects, with its significant revelation that, among eight thousand elementary school children, Repetition—the lesson intended to instil a love of good poetry—was the most unpopular subject in the day's work, a common reason for the dislike being typified by the remark, "I get tired of shouting the same thing over and over again."

One of the main advantages of such inquiries as this is that they afford to the teacher interesting sidelights on to the minds of children, which do not emerge so readily in the routine of school work. One meets, for example, the rank utilitarian attitude of the elementary school boy of thirteen or fourteen in the boy who put Scripture low in the popularity test because "You can't get a living by Scripture," and in another who frankly said, "I don't like Scripture because it will be no use to me after I am fourteen."

But perhaps the most striking result of such investigations is the evidence one gets of the rich store of individual variations in all types of mental activity existing in even a supposedly homogeneous group of pupils, guarding us against a too facile generalization as to an imagined "average pupil." I will close this section with a little study in individual variation gained in the course of a simple test. A class of girls of fifteen had just had a lesson on the sonnet, given by a student. In the half-hour remaining after the lesson I asked them to write a sonnet on the making of peace (it was just after the signing of the Treaty of Versailles). It is well to bear in mind that the writers of the two samples had to study the same literature and that the teacher had to give them similar instruction. The manuscript of the first attempt quoted had many alterations. Though a number of its lines do not conform to the rules of the sonnet it breathes, I think, something of the spirit of poetry.

ON THE GREAT WAR AND THE SIGNING OF PEACE.

(By A. B., aged fifteen.)

For four long years, o'er Europe's stricken lands
The war clouds lowered, and conquered nations lay
Crushed and bleeding, trampled in the clay,
The fate of earth in one mad tyrant's hand.
But by great sacrifice the gallant band
Of heroes suffered, died, and gained the day;
And so came Peace to Europe's sorrowing strand.
Be worthy of their sacrifice, ye world!
War's grim banner must not be unfurled
Again in history. They died for this,
And such contempt of their great deeds
Would anger God in Heaven.

The second selection forms an effective contrast.

(By C. D., aged fifteen.)

The Great War is ended so now we are glad,
The Germans we've beaten from Belgium and France,
We knew from the first they had not a chance
To gain a victory o'er any British lad.
The Peace of the Nations we all wish we had.
But soon it will be signed in Belgium and France,
The representatives of the Grand Alliance
Oh what a busy time they must have had.

3. In the third section I include psychological experiments carried out in the class room or laboratory with the object of discovering facts or laws relating to selected mental processes, but usually dissociated from the complex life of school. These experiments come nearest to scientific experiments in the strict sense; we can sometimes control conditions with considerable accuracy and may vary one condition at a time, or counteract other variables by repeating under varying conditions. The disadvantage of this kind of experiment is, of course, that it usually,

though not always, deals with processes under more or less artificial conditions, somewhat remote from the more complex conditions of school life and work. But the science of education, if it is to be built up at all, must be built from both ends: we must observe the results of various kinds of work in the schools on the one hand, and on the other we must seek to establish a more definite psychology of mental processes which will enable us to understand more fully why certain things are a success and others a failure.

Even experiments which leave us in a state of uncertainty may not be without their value in shaking over-confident dogmatism—witness the results of experimental work on the transference of the effects of special training and their influence on the doctrine of formal training. Again, even when an experiment only seems to establish a view which was already held to be obvious, we cannot assume the experiment is useless. For some things held to be "obvious" have been demonstrated by experiment to be false without doubt. For example, Dr. Ballard's research entitled "Reminiscence and Obliviscence" revealed the surprising fact that young children do not remember a poem best immediately after they have read it, but about two days later, though the poem be not looked at in between; all children and most adults would, I think, have regarded the opposite as "obvious." Most persons, I find, are also convinced that the best way to learn a poem is to take it bit by bit, instead of reading the whole poem through and through again. Experiment has shown the opposite to be true for most persons.

We may consider finally the question of experimental psychology and education in the training of the student. What can one hope to do in the short time that can be spared for experimental psychology in the training college course or in the University fourth-year course?

In the first place one can make the general psychology more real by some experimental work. One can bring home facts with far greater force if they are discovered by students in their own experiments. For example, few can realize so strongly the relative independence of different types or aspects of memory, visual and auditory, rote and substance, as those who in experiments have found themselves near the top of a class in one type and at or near the bottom in another type.

Secondly, there is nothing like a course in experimental psychology to make a student realize the enormous range of individual variations in every kind of ability.

Thirdly, the experimental work should help a student to understand the growing literature on experimental work in education and to subject it to a more thorough criticism.

The first aim of the training in experimental work at college should be to encourage the open-minded attitude of the seeker for truth, the desire to get to bedrock facts, when facts are needed. Hence I think it useful to gather constantly in class all kinds of statistics, as to the changing interests of the students in various studies at different ages, as to their experiences in their adolescence, the motives for adopting the teaching profession, the varied elements which appeal most in poetry, the rate of reading, &c. It is true that some students who will laboriously copy down every word of psychological platitudes into which I fear one drops in unguarded moments, will sit with vacant faces when interesting individual differences are being discovered. On the whole, however, I think it may be hoped that by such work we may slowly set up in the minds of students a tendency to be dissatisfied with vague opinions when they can be tested by definite inquiries, a refusal to generalize on one's own narrow experience when statistical results are obtainable, a more open-minded attitude towards experimental work of a wider kind in the schools, and, above all, a realization that the work of education is of such supreme importance that in forming an opinion only in the light of every fact ascertainable, the utmost patience and pains are well worth while. And if experiment in the matter

of mind seems so far to have accomplished little compared with the marvellous results of experiment in physical science, let us consider, as Bergson has urged us to, the youth of this movement, and reflect what results might have been obtained if there had been a parallel army of workers equal in ability to that in the sphere of physical science, working through the centuries with equal zeal at the experimental investigation of problems of the mind.

THE HEAD MISTRESSES' CONFERENCE.

THE forty-eighth Annual Conference of the Association of Head Mistresses of Public Secondary Schools was held at the Lady Eleanor Holles' School, Hackney, on June 9 and 10, under the Presidency of Miss Fanner, M.A., of the County Secondary School, Putney.

The morning session on Friday, the 9th, was held at the Cripplegate Institute, and was welcomed there by Mr. Capper, who gave a short account of the historical interest of the neighbourhood and of the School. Then followed the election of Miss Haig Brown as Treasurer and Miss Norden as Auditor. Miss Robertson received a very warm welcome on her election as an Associate member.

When we consider the nature and urgency of the educational problems that face us at the present time, it will be readily seen that the strenuous work of the sub-committees during the year is followed by a strenuous two days of conference, discussion, assimilation, and determination of course of action. Such a Conference is very impressive; those present represent the educational needs of thousands of girls and the educational aspirations of thousands of parents. They are faced by such far-reaching questions as those of the balance of the curriculum, the consideration of new methods of work based on the fuller development of individuality, the lightening of the examination yoke, the value of the present system of inspections, the conditions of admission to secondary schools, the effect of economies following the recommendations of the Geddes' Committee, the Burnham scale of salaries, and the Superannuation Act of 1918.

This year the various sub-committees presented their reports and proved that substantial work had been done with regard to the improvement of examinations through conferences arranged with the various examining bodies; the difficult problem of openings for girls had been considered and the suitability of employments investigated; the Board of Education were urged to establish a satisfactory course for the training of Art teachers; the desirability of getting into touch with head mistresses of the British Empire overseas was urged; the problems of boarding schools were sympathetically treated; and much work was done by the sub-committees dealing with questions of entrance examinations and scholarships. The large number and infinite variety of the reports show that the work covers a wide field and the interests of the head mistresses are by no means confined to the limits of their own schools.

The Report brings out strongly the closer co-operation which exists between the different branches of the teaching profession, and shows the strength of combined action. The Joint Committee of the four Secondary Associations have met the officials of the Board of Education to discuss problems arising out of the provisions of the Superannuation Act, and have made recommendations to the London University School Examination Board.

Miss Stoneman voiced the general appreciation of the State Scholarships as adequate in amount, involving no new examination and based on the financial circumstances of the parent, and regretted that they had been swept away without notice, thus inflicting a great hardship on those girls who had entered the Advanced Courses two years ago in the belief that these scholarships would still exist.

The President herself moved the adoption of the Report as a whole and picked out the salient points. She opened by speaking of the loss sustained by the Association in the deaths of Miss Connolly, ex-President, and Miss Bentinck Smith, Head Mistress of St. Leonards' School, St. Andrews, both of whom have done such good work for education.

The Head Mistresses as a body always stand for greater elasticity, for individuality in schools, and for consideration of local and special circumstances. Naturally, therefore, they did not agree with the recommendation of the Departmental Committee that "as a rule the Free Place examination should be common to the whole area," regardless of the varying conditions in that area; nor that "the standard of admission to a secondary school for all pupils should be determined by reference to the standard of a First Examination taken at the normal age," as it is impossible to guarantee the future examination capacity of girls of eleven, and it leads to the standardization of all secondary schools to an examination level. In connexion with the same question Miss Lowe advocated that all suitable children should be able to benefit by a secondary education and that those who have not passed through an elementary school should not be debarred from competing for free places. Resolutions were carried stating that free place awards should depend on the two factors of the financial need of the parent and the suitability of the child, irrespective of the previous place of education; and that bursaries (not exceeding half the fees) should be offered and competed for by pupils already in the school or by prospective pupils who fulfil the same two conditions.

In the absence of the Press the Conference discussed with great freedom the question of the purpose and methods of Full Inspections by the Board of Education. It was evident that the majority were not satisfied with inspections as at present conducted, and would welcome a conference on the subject between the Board and the four Secondary Associations.

After luncheon the Conference reassembled at the Lady Eleanor Holles' School, where they were welcomed by the Head Mistress, Miss Nickalls. Then followed the main discussion on the Balance of the Curriculum, to which was devoted the remainder of the afternoon and the greater part of Saturday morning. This was in part the outcome of the special investigation by the Board of the four important subjects, English, Classics, Modern Languages, and Science. The Head Mistresses discussed the balance which should be maintained and included other subjects of equal importance, grouped together under the heads of the Humanities, Aesthetics, the Sciences, Domestic Subjects, and Physical Education. Practically every subject was included except Geography, for which there was no special plea, in spite of the fact that as long ago as 1815 the introduction to Pinkerton's Atlas states that "Geography is a study so universally instructive and pleasing, that it has for nearly a century been taught, even to females, whose pursuits are foreign from serious researches. In the trivial conversations of the social circle, in the daily avidity of the occurrences of the times, pregnant indeed above all others with rapid and important changes that affect the very existence of states and empires, geography has become an habitual resource to the elegant female as well as to the profound philosopher."

It is a hopeless task to arrive at any conclusion, for although most agree that the curriculum is overcrowded, each specialist urges the importance of her own particular subject and requires that even more time should be given to it.

Miss Gwatkin opened the discussion and faced the problem of how to give opportunity to the pursuit of knowledge without dulling the desire to learn, and laid stress on the point that it is not balance of instruction but balance of opportunity that is needed, and that we

should concentrate on vision and outlook rather than on knowledge. The time of girlhood is limited, and if the school destroys that zest for learning which is inherent in little children, however good the examination results may be, it will not only have failed to educate its girls, but by dulling their original powers will have prevented them from carrying on their own education through life. She gave practical suggestions for work and pleaded for a balance which was not rigid.

Then followed the specialists. Miss Brock carried her audience with her in her eloquent plea for inclusion of the classics, not only for themselves, but also for the difference of outlook which they give to other subjects. Miss Haig Brown defended the claims of Scripture; Miss Gray, of English; Miss Major, of History; Miss Beard, of Modern Languages. The claims of Aesthetics, so often ignored by the authorities, were upheld by Miss Ainslie, who confined herself mainly to pictorial art, not only as creative in the classroom, but as an inspiration and an atmosphere.

Miss Home spoke of the educative value of Music; developing from folk songs to the great masters and including some of the best modern work. The creative impulse must be allowed full scope and the children will improvise their own melodies. Miss Dawson said that Dancing, if properly taught, is educative in its development of the aesthetic side, and gives realization of beauty and rhythm.

On Saturday morning Miss Burstall opened with a practical and helpful speech on the place of Science and Mathematics, saying that although she believed very profoundly in the importance of these subjects, she would not require the formal study of the latter to be carried through the school. She suggested proportions of time to be spent at different stages of development. In Science she believed that the work for girls should be mainly biological and consist of Zoology and Botany, giving opportunity for experimental work and based on a sound foundation of Physics and Chemistry.

Miss d'Auvergne's paper dealt with the place of Domestic Subjects.

Miss Gardner read an excellent and carefully considered paper on Physical education and spoke warmly of the benefit derived from co-operation between the school doctor and the Games' Mistress. She included dancing as a part of training, and was warmly applauded when she spoke of the advantages of Net Ball as a school game.

In the discussion which followed the members recognized the difficulty of attempting any definite balance of subjects. Miss Leahy suggested that instead of giving up subjects, syllabuses should be curtailed and only what is essential and vital retained. To do this the sympathy and aid of examining bodies must be enlisted as their long syllabuses are largely responsible for a curriculum which often strains both teachers and taught to the utmost.

The Presidential address is always eagerly anticipated, as it is an opportunity of summarizing ideals and progress and takes a broad view of the whole field of educational effort and aspiration. Miss Fanner began by speaking of the defeat of the Geddes' proposals on education and characterized it as a triumph of spiritual forces over commercial interests. Next she turned to the Burnham scales, and considered that their indirect reduction by a levy of 5 per cent for purposes of superannuation is entirely unjustifiable. From these preliminary statements she turned to the main subject of her address—the achievement of individual personality which is the purpose of all our educational activity. Out of the present ferment of ideas we hope may be produced in the future "new bread, more nourishing and more digestive than some on which we ourselves have been fed." She believed that as the strength of woman lies in the understanding of persons, her chief interest has always been in the Humanities, but for the full development of her personality she must

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understand and apply the laws of Biology and Psychology. As her function is the nurture of a many-sided life, training in Aesthetics and Crafts is equally important—a training which does not consist merely in technique, but aims at developing judgment through appreciation. All these subjects have their roots in the training at school and must be regarded as a means to an end and not ends in themselves; they are tools which must yield place eventually to newer and finer instruments, better adjusted to the achievement of individual personality. This may be developed in two ways; first, we must train not only the reason and will of the conscious mind, but also the instincts and emotions whose roots are in the unconscious; these are reached through Aesthetics and Crafts which sublimate our emotions into higher forms and these by becoming part of our conscious life enlarge and enrich our whole personality.

The afternoon brought a change of discussion and Miss Lowe opened a subject of great interest to all Head Mistresses on alternative methods of education. She began by examining the methods of older times, of which we catch echoes in the methods of to-day, and showed that they strive to satisfy either the instinct of common or of individual work. The Greeks attained their goal of individuality through an education which gave to the boy no free choice of subject or method; yet the Greek student or philosopher certainly thought for himself. Medieval teaching, chiefly in the monastery, gave little variety and resulted in general indifference to learning with intellectual survival of the fittest. The Renaissance re-formulated the idea of the individual, but the methods were too stereotyped. The public school policy was to oblige a rigid prescribed course of study resulting once more in survival of the fittest. The Scotch dominie school gave a certain amount of class teaching, but there was also individual attention, especially for the promising pupil, and a real scholar was by no means infrequent. At the present time there are attempts to realize the twofold idea of common and individual teaching. In the home school the individual goes at her own pace, but she misses the friction of other minds and the inspiration of a specialist. In the class system of the Secondary School the pupil has the advantage of learning from the failures and successes of others, and of knowing women of wide reading, but the teacher may lecture and the lazy-minded pupil do nothing; the lesson may be closed at a vital point by the school bell calling for a change of subject. The Appreciation class is the antithesis of the Dalton Scheme as the teacher is predominant. Those who urge complete freedom of choice on the part of the pupils do so on the assumption that all work is against the grain—a conclusion which all good teachers know to be untrue. The Dalton plan admits of independent work, develops a sense of responsibility, allows girls to work at their own rate, but by too great dependence on books loses some of the human side and by the reduced number of class lessons suffer some loss of stimulus and deprives the teacher of scope.

These varieties of plan have made all teachers consider the question of method and try to evolve some way for themselves which will admit of independent work and the free use of books and yet maintain the human and social side of class work.

During the ensuing discussion Mrs. O'Brien Harris and several others gave some account of their own experiments.

The social side of the Conference gives an opportunity of meeting friends and of indulging in informal discussion, and is always greatly appreciated. On Friday afternoon the Governors of the school entertained the Head Mistresses at tea, and the Saturday Conference was followed by a most enjoyable At Home at the Mansion House given by the Lord Mayor.

On Friday also, there was a special service at St. Giles', Cripplegate, for those attending the Conference.

G. McCROBEN, M.A.,

Late Head Mistress of the Wakefield High School.

THE DEPARTMENTAL REPORT ON THE TEACHING OF ENGLISH.

FROM A SECONDARY SCHOOL POINT OF VIEW.

BY J. F. USHERWOOD.

THE Departmental Report since its issue last December has attracted much attention from all sections of the community, and certainly it has placed all teachers under a lasting debt of gratitude, not only for stating so clearly and cogently the position English teaching ought to hold in our educational system, but also for the high and worthy ideals of education in general set forth in it. It is especially necessary for those engaged in the heat and burden of the struggle to stop and ask themselves at what goal they are aiming, and the Report by its introductory chapter gives us an opportunity to do this. It is good that we should be reminded that education is not the same thing as information, that it is guidance in the acquiring of experience.

Making this the starting point of its inquiry, the Report deduces the supreme importance of good English teaching, because it is the foundation on which all other education must be based. "For this purpose" (*i.e.* the refounding of education), "of all the means available there is only one which fulfils all the conditions of our problem" (p. 14). To progress in any direction we need to think; now we think in our mother tongue and if this instrument is faulty, our thinking is faulty too. As the Report says (p. 20): "English is not merely the medium of our thought, it is the very stuff and process of it." The argument was admirably developed by Clutton Brock in a recent article in *The Manchester Guardian*. The close observer knows how deep this truth goes and how little apprehended. Quite often the teacher gets the humiliating answer, "I know, but I don't know how to put it." What an illumination of failure somewhere in the earlier training and teaching. It follows, then, that there is no antithesis between the teaching of English and of other things; they are practice in the use of English, while all teachers are teachers of English. "In every department of school work confused and slovenly English must be regarded as the result of a failure on the part of the teacher" (p. 24).

So much for what English should be; the Report frankly recognizes that actually "English teaching was often regarded as inferior." All teachers know how true this is, and how often we must use not the past tense, but the present, so that the first necessity in many schools is to alter this state of things. In the older public schools the classical tradition is strong, and either tacitly or explicitly it is held that the study of Latin and Greek is the most efficient way of learning to write good English and of gaining a true appreciation of our literature (*v.* Classical Report, p. 11. "We regard the wide extension of a sound knowledge of the classical languages, or at least of Latin, as of great and almost *irreplaceable* value as a means of promoting the proper use of the English language both in speech and writing by *all classes* of the community.") Where such opinions as these are held, much excellent work may be done in English and probably is, but it is not likely that English will be taught on a logical or definite scheme or be held in the esteem which is its due. Nor is the position better in many modern secondary schools; often they began their existence as "organized science schools," and though their curriculum has been modified the bias remains, and English is regarded as of secondary importance, pushed into odd corners of the time table, and taught by the least efficient of the staff.

Let us consider that point gained—the supreme importance of English—and three main conditions of reform present themselves. First the appointment of a properly qualified specialist with the same powers to organize and direct as are given to other senior masters. In many,

(Continued on page 424.)

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perhaps in most, secondary schools this is already the case, but there are still too many where it is not so, where the English work is allotted to various members of the staff on no very clear principle, under the general supervision of the head master, while the work is insufficiently co-ordinated. The Report is definite in recommending this reform, but it could have been even more emphatic, for the point is vital. The other conditions follow as corollaries—that the teaching generally of English must be in the hands of men at least as well qualified as are the Science and Mathematical teachers in their subjects, and that sufficient time must be allocated to English; it is impossible to make any real progress when a bare hour, or hour and a half, in the week is all that it is allowed. With these conditions granted it will follow that a well-knit scheme throughout the main part of the school will be possible, leading to advanced courses where English is not merely a subsidiary subject but a main one. The recommendations of the Report on the position of English in advanced courses are particularly valuable, and one is glad to note that the Board has already taken steps to give effect to them. This must stimulate the interest taken in English in the highest part of the school, and in its turn help to train teachers who are effectively qualified, so that we should have started a movement which is bound to produce valuable results for the future.

So long then as the Report is dealing with its subject on broad general lines it is in every way admirable, and by attracting general attention to the importance of English, and by stimulating the interest of school authorities, it must have a wholly beneficial effect on future education. When, however, the practical teacher reads the Report he is conscious of a certain amount of disappointment; he is grateful for all that is said in these introductory chapters, but to be candid, the really keen teacher knew much of it already, though never before has such a weighty and eloquent statement of these truths been made, and never has the outside world needed more to be reminded of them.

The question arises, however, How attain these aims? By what methods and along what lines should schools organize themselves to reach these ideals? And the answer to the question is not always clear or distinct. Of course the problem is more than half solved if the conditions of reform mentioned above are adopted; but there are many questions involved in the actual teaching of English, especially in secondary schools, about which there is wide divergence of opinion and on which the considered opinion of the Committee would have been invaluable. One appreciates the anxiety not to do anything to stereotype the teaching of English and the realization that the less an original teacher is fettered the more valuable his work will be, but we can all learn from one another, and specimen syllabuses, or the details of time tables, even of actual lessons would have been welcomed. The Classical Report certainly has the advantage in this respect, though it must be remembered that it is dealing with something much cleaner cut and more definite. There are exceptions fortunately, and such a paragraph as the one on p. 151 about the methods used at the Royal Naval College, Dartmouth, is worth much to other teachers—the practice of getting every boy to lecture to the others on any subject he liked will be novel and suggestive to many. One admits that the Report could not be swollen with too much detail, but more of this sort of thing might have been given in appendices.

On the other hand many difficulties which confront the teacher are faced most admirably; the vexed question of grammar is handled fully and clearly in Ch. IX, where it is shown that many of the objections to grammar are based on old-fashioned conceptions of what grammar should be and what it aims at doing; thus on p. 284: "English grammar came to be (1) formulated as a series of doctrines on correct speech; (2) modelled as closely as possible on the pattern of the old Latin grammars."

(Continued on page 426.)

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By tracing recent investigations into modern English, especially those of Professor Jespersen, of Copenhagen, the Report shows that modern English is more civilized than the classical languages or modern German, and that its structure is quite different. It concludes that *English* grammar is unsuitable as an introduction to linguistic study, and that the teaching of grammar to children should be pure grammar concerned with the essential modes of thought of all people. It is pure grammar (p. 290) because it is independent of grammatical forms and deals with laws of general application. In short the proper grammar to teach in schools is functional grammar. Probably most teachers, though not all, had already been forced to similar conclusions by their own experiences, and certainly the effect of this pronouncement must be profound. It should reverse the tendency to do away with the study of any formal grammar altogether, and bring it back upon a more satisfactory and rational basis. What is needed for progress is a recognition that the sentence and not the word is the unit of language, and a complete abandonment of mechanical methods.

It is impossible to discuss grammar without reference to terminology and the Report adopts that recommended by the Joint Committee. All teachers are agreed that a universal terminology is vitally necessary, and to that extent welcome the decision of the Report, but many feel very strongly that some of the recommendations of the Joint Committee are of doubtful validity. Apparently the English Committee felt that the subject was a tangled one, and were content to adopt the suggestions of their predecessors on this point.

So far as grammar is concerned, the Report speaks definitely, though there are many matters of important detail for teachers to decide; let us turn to another debatable point—the use of phonetics. Repeatedly this

is mentioned with approval (e.g. p. 208), but nowhere is there a clear statement as to all that is implied. Considering that many teachers of English as yet make no use of phonetics, and know very little about it, this is unfortunate; more should have been said for instance about the notation to be used. Presumably that employed by Prof. Wyld in such a book as "Modern Colloquial English" was in the minds of the Committee. That point settled, however, there still remains the question of how it is to be used, and the problem of standard pronunciation, which the Report is content to define as "pronunciation free from provincialisms and vulgarisms" (p. 66). Altogether the Report will make teachers think seriously about phonetics where at present they know little, but good results will hardly follow, unless some carefully thought out scheme is generally adopted.

There could, too, have been more practical guidance on the question of composition; methods of introducing the subject, of extending vocabulary, of building up the paragraph from the sentence, might all have received more attention. Above all, except for a very cautious paragraph, (p. 110) little is said about original composition in verse for comparatively young children. There are some who make original composition in prose or verse the test of progress in English; others regard it as the encouragement of precocity, since a child of fourteen has little background of experience to draw upon and may easily see these immature efforts in a wrong perspective. Which view is right? It is of great importance that the matter should be decided, unless effort is to be misdirected. In this respect the Report is not likely to make much difference: there will be most diverse aims and methods, but it is to be hoped that the exercise of making abstracts or précis of speeches or of passages from books will never be dropped. This is something which even average children

(Continued on page 428.)

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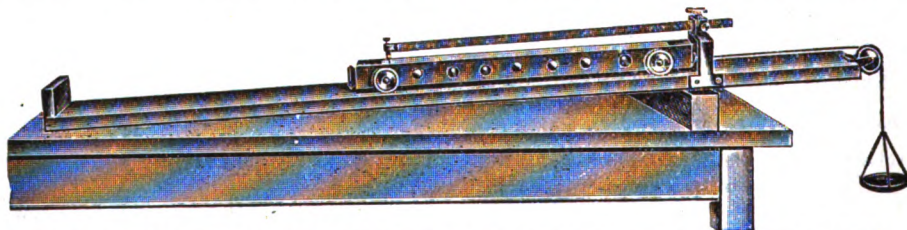
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intellectual activities, besides his professional, were many. He was a keen Fabian; he was at one time interested in the work of the Society for Psychical Research, and he was a member of the Stage Society. His first book, published under the title of "Wedges," consisted of articles on philosophical and social questions which had appeared in the *Nineteenth Century*, the *Hibbert Journal*, and other periodicals. Later on most of his leisure was spent in extraordinarily careful and complete editorial work upon school texts of the English classics for the University Press. Of many of these he was sole editor—Thackeray's "English Humourists," Marlowe's "Doctor Faustus," and notably an edition of Palgrave's "Golden Treasury." At the time of his death he was general editor of a new issue of the novels of Sir Walter Scott, for whom he had a great and lasting admiration. His interest in literature was in the subject rather than the style, in the argument rather than the voice. He was anxious both to teach and to learn. He held that life was meant to develop fine character as shown in the growth of and obedience to the laws governing the universe. Besides intellectual activity, he delighted in physical. He was a great cyclist (he obtained his "half-Blue" at Oxford, and the number of roads on his maps scored as travelled was remarkable) and an enthusiastic climber.

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DEAR SIRS,—Many readers of the *Journal* will be interested in the proposed scheme of educational organization at Welwyn Garden City, Hertfordshire. An *ad hoc* body called the "Welwyn Garden City Educational Trust" has been set up to act as the intermediary between the Education Committee of the Hertfordshire County Council, and the schools in Welwyn Garden City.

The Welwyn Garden City Company and the New Town Trust have together taken steps to form this Trust, whose object will be to initiate and develop an educational programme for the town, adapted to its special aims and needs, and to help to provide the means for carrying out such a programme. It will not primarily be the duty of the Trust to provide the normal educational equipment of the town. This will be the business of the Local Education Authority acting in conjunction with the Board of Education. But it will be the business of the Trust to represent the inhabitants of the City and to help in determining how the normal provision can best be adapted to their needs and ideal, and to supplement and support this provision in every way possible.

When the Trust is established in its final form it is proposed to incorporate it as an association on a non-profit-making basis. Its membership will consist of inhabitants of the Garden City who pay an annual fee of one shilling to its funds, together with any persons whose interest in the scheme may induce

(Continued on page 434.)

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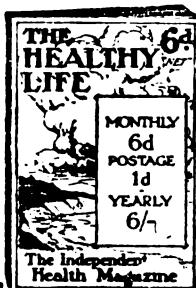
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The work of the Trust will be conducted by an Executive Committee consisting of six persons elected from the body of the citizen members; not more than three representatives of the non-resident members, and three co-opted members. This Executive Committee will be supported by a Council of men and women of the highest standing in the educational world.

In such a new town as Welwyn Garden City, particularly in the early stages of its development, class distinctions will possibly be less rigid and less marked than usual, and it is probable that with the trend towards the greater equalization of effective incomes, there will be a tendency for more families to make use of the public educational institutions. Nothing would be more calculated to preserve a fine civic spirit and *esprit de corps* in the town than this tendency. It would safeguard the community against sectionalism and the misunderstandings of social divisions, and it is hoped that by supplying the fullest and best form of education; by the careful selection of teachers; and by real efficiency, a common educational system may become more nearly practicable than has hitherto been the case.

This full provision of education for all will necessitate, to a large extent, the obliteration of the present customary but illogical distinction between grades and types of schools labelled by different names, elementary, central, secondary, technical, and the like. The system which it is hoped to introduce at Welwyn will provide opportunities for each child born in the city to begin, and to carry through, his or her education from its earliest phases to the most advanced courses of tuition and training which may be suited to individual capacity and genius. A harmonized and graded curriculum in all the branches of the one school system (with many degrees of freedom) may help to make such an educational ladder possible, and easy of ascent.

The Trust will also seek to break new ground. Such, for instance, will be the linking up of the educational life of the young citizens with the industrial, commercial, and agricultural life of the town, and the development of the city's interest in art, music, literature, and drama. In addition to arranging special classes, or conferences, on current educational and social topics, the Trust will hold itself ready to help in the formation of clubs, or of study groups, for the promotion of the arts and crafts, and for musical, dramatic, literary, or other work. It will also aid in the provision of libraries, museums, theatres, newspapers, and other social institutions of like nature.

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SUPPLEMENTARY AIDS TO CLASSROOM WORK.

VII.

MATHEMATICS.

BY PROFESSOR T. P. NUNN.

IN mathematics the supplementary aids to class-room work are of two kinds: on the one hand, various types of "practical mathematics," such as surveying; on the other, devices to assist the process called in German "Anschauung," i.e. making abstract ideas more easily apprehensible by embodying them in models and diagrams. What I have to say will generally be about the second kind; but the two are often indistinguishable and I shall not labour the difference between them. For instance, the ancient abacus is best regarded as belonging to the second kind; for though it is still extensively used in out of the way corners of the world as a calculating device, a western teacher will generally use it as a means of explaining to young children the "place-values" of numbers. But the slide-rule belongs at once to both kinds; for it is not only a computing instrument but also an excellent means of making clear the nature of logarithms.

I.

Material devices for teaching the rudiments of number-lore are of great antiquity and have become too numerous and varied for description. In recent years much ingenuity has been devoted by infants' teachers to the invention of apparatus by which children may to a large extent teach themselves. Dr. Montessori's "long stair" (which belongs to the same family as the much older Tillich's bricks) is now widely known, but many other devices, some of considerable value, are to be found in good infants' schools.

The institution registered under the name "Auto-Education" (93 Great Russell Street, W.C. 1) supplies some of these newer forms of apparatus at a low price; the others must be sought either in the class-rooms where they are in use or in the excellent exhibitions by teachers which are held from time to time. Akin to devices for aiding "individual work" are the games intended to lure children into familiarity with the addition and multiplication tables. Professor D. E. Smith has described many of these, particularly those that can claim ancient lineage, in his *Number Games and Rhymes* (Teachers' College, Columbia University), and the infants' schools of this country have recently produced a rich crop of new ones.

Most modern teachers use the foot-rule, divided into inches and quarters or eighths, in explaining the nature and use of fractions. Dr. William Garnett once suggested that for "drill" in this subject children should be supplied with simple slide-rules consisting of a movable ruler sliding against a fixed one. The apparatus gives directly the solution of a great variety of problems in addition and subtraction of fractions, and at the same time makes the learner familiar with the principles required to solve them by calculation.

In teaching the decimal notation for fractions two simple devices will be found useful. (i) From a metre rule are cut several decimetres, several centimetres, and a few smaller pieces containing different numbers of millimetres. With these it is easy to show how well decimal fractions lend themselves to the process of determining and recording a magnitude to any required fineness of approximation. For instance, the blackboard may be shown to be between 1 m. and 2 m. long, then between (say) 1.3 m. and 1.4 m., then between 1.35 m. and 1.36 m., and finally between 1.357 m. and 1.358 m.; the units needed for the demonstration being laid end to end across the board. The determination of a weight in metric units illustrates, of course, the same principle. (ii) A number of small wooden squares are inscribed with the digits from 0 to 9. A selection from them is placed on a narrow shelf (e.g. a long rule resting on the pegs which support the blackboard) so as to make, for instance, the number 23.64—the decimal point being represented by a drawing pin. The result of multiplying or dividing the number by a power of 10 is illustrated very vividly by pushing the series of blocks bodily to the left or the right—one place for each successive operation by 10. The method brings out well the rule that in multiplication and division it is the digits which move, not the decimal point.

II.

In geometry (including mensuration) there is practically an endless scope for supplementary aids, and I must deal with some of the opportunities very cursorily. (i) The making of paper and cardboard models of familiar objects, toys, &c., is often recommended but quite insufficiently practised. It offers the best possible means of interesting beginners in common geometrical figures and their salient properties, of teaching the skilful use of the constructions for drawing parallels and perpendiculars, and for the bisection of lines and angles, and of cultivating the apprehension of three-dimensional space—a power which is too often sadly neglected in the school course. (ii) In the second stage of the subject the importance of what I once proposed to call "boy scout geometry" can hardly be over-emphasized. As the name implies, the work includes outdoor exercises in mensuration and surveying, conducted by means of the chain and cross-staff, the plane table and compass, and some simple anglemeter or theodolite, followed up in class by the solution of problems by drawing. (iii) Simple mechanical devices may often be used with good effect to illustrate the ordinary theorems of geometry. Here are a few examples. (a) Frames composed of wooden rods freely jointed at their ends by screws are useful in bringing out the conditions which determine the shape of a figure. It is, for instance, seen at once that a frame composed of four given sides may assume an endless

number of shapes, while the shape of a triangle is unambiguously fixed by the lengths of its sides. (b) A short length of expanding lattice-work (such as is sold for fencing gardens) serves well to exhibit the properties of a series of parallel lines and of parallelograms. (c) The mutual intersection of the diagonals of a parallelogram is shown by a freely jointed wooden frame the opposite corners of which are connected by elastic threads. A cell or parallelepiped made of cardboard will illustrate the corresponding theorem for three dimensions. (d) The constancy of the angle in a circular segment is rather strikingly shown by drawing a circle on the blackboard, attaching the ends of an elastic thread to two points of the circumference by means of drawing pins, and then pulling the thread taut by a pencil whose point follows the arc between the two pins. (e) There are several well-known proofs of Pythagoras's theorem by dissection; these are best taught by requiring the pupil to piece together figures cut out of cardboard or wood, after the manner of a "jig-saw" puzzle. Mr. W. Huggett, head master of Wornington Road L.C.C. School, has devised a most entertaining as well as instructive model in which the pieces move to their places automatically as the operator presses a series of buttons. It would be an excellent thing if more moving models of this kind were at the disposal of teachers. (f) Some of the fundamental theorems in solid geometry (e.g. the theorem about the perpendicular to a plane) become extremely obvious when the pupil is permitted to demonstrate them from models instead of from perspective figures in one plane; and the construction of such models from cardboard and elastic thread offers very little difficulty. (g) The elementary facts about perspective should certainly be included in a school course and are easy to bring out by means of models. A beautifully illustrated little book by Dr. G. Wolff, *Mathematik und Malerei* (Teubner), is full of excellent suggestions with regard to this subject.

The basal properties of space connoted by the terms congruence, symmetry and similarity should be illustrated by models as well as by plane diagrams—indeed their nature is better understood when they are studied in three dimensions. For this purpose I employ a series of model houses constructed of cardboard and finished with all possible verisimilitude. Two houses, exactly alike, illustrate the fundamental truth that figures constructed from the same (unambiguous) specification are geometrically identical*; while the fact that figures may be "congruent" yet incapable of replacing one another is brought out by means of a third house related to the former as the right hand is related to the left. The idea of similarity between figures is illustrated by a fourth house precisely of the same shape as the others but on a larger scale. The great importance of the principle of similarity makes it desirable to exemplify it liberally. The use of the pantagraph to enlarge or reduce drawings, the magnification of a picture by the optical lantern and its reduction in the pin-hole camera are all suitable and interesting exercises.

Orthogonal and conical projection are topics that gain a great deal from material illustration, and should certainly have a place even in an elementary curriculum. For orthogonal projection one may use the rays of the sun (bent horizontally by reflection in a mirror) or arrange the lens of the optical lantern so that it emits a roughly parallel beam. Objects are held in the path of the beam and the class observes the forms of the shadows. One of the most instructive exercises consists in projecting figures illustrating properties of the circle so as to bring out the corresponding properties of the ellipse. The figures may be made by cutting paper to the required shape (e.g. a circle containing a series of parallel chords) and pasting it on a sheet of glass. For conical projection the light from an electric torch serves well enough, though better results may be obtained by placing over a small naked electric arc a tin pierced with two circular holes, so that the light

* See an article "On the Sequence of Theorems in Geometry" in the *Mathematical Gazette* (G. Bell) for May, 1922.

may generate in the dusty air a double cone. In either case the cone is to be cut by a flat sheet of cardboard on which the sections will be rendered visible.

III.

In teaching trigonometry, supplementary aid may be derived from geography, astronomy, and physics as well as from surveying. The connexion with geography brings in the neglected study of spherical geometry and a simple treatment of map-projections. Elementary work in astronomy involves many most instructive mathematical operations including the making of sun-dials. My own custom is to give an important place to the construction of (i) a cylinder and (ii) a cube, each covered with a network of lines (lines of right ascension and declination) upon which the positions of the heavenly bodies may be recorded and by means of which the nature of their movements may be studied. The study either of map-projections or of the "celestial cube" may be made the means of arriving with extreme ease at the fundamental formulæ of spherical trigonometry—again a subject undeservedly neglected in our schools.

The point of contact between physics and trigonometry is, of course, the study of harmonic motion and of harmonic waves. Both subjects lend themselves to illustration by experimental methods well within the power of an ordinary mathematical teacher, and the mathematics gains immensely from such illustration. Unfortunately it is not possible to deal with them here and I must take the liberty of referring the reader to what I have written about them—and also about map-projections and spherical trigonometry—elsewhere*.

IV.

Algebra, on account of its abstract nature, tends to degenerate into a mere juggling with symbols unless steps are taken to ensure *Anschaulichung*. For instance, it is well to lay stress on the fact that directed (*i.e.* positive and negative) numbers fix the position of a point on a line with reference to some zero-point. To make clear what this means a graduated line should be chalked in a convenient place on the class-room floor, and boys should be made to work out such operations as $-6+9-4$ by moving backwards and forwards along it. The vitally important idea of a function may well be taught by an extension of the same device. We have two graduated lines, and two boys whose duty is to move along them, one being called X the other Y. Y is informed that his position and movements on the line are to depend on those of X in accordance with some law which will be varied from time to time. For example, if the law adopted is $y=\frac{1}{2}x^2$, then Y's distance from his zero-point (y) must always be one quarter of the square of X's distance (x) from the zero-point on his own line. Thus, as X walks continuously from the positive end of his line through his zero-point to the negative end, Y, obeying the law imposed on him, advances from the positive end of his line to the zero-point, and then retraces his steps. The representation of the character of a function by a graph is best taken after this exercise. The graph brings the X and Y lines together and exhibits the way in which the positions of the two moving boys (or points) are correlated.

Just as the pupil should learn that a simple (or "real") directed number fixes the position of a point on a line, so he should learn that a complex (or "imaginary") number fixes its position on a plane. For this purpose a blackboard should be marked out either in squares or in radiating lines and concentric circles. With the former graduation it may be used to show the results of operating on complex numbers expressed in the form $u+iv$, while the second graduation is to be used when they are written in the form $r(\cos\theta+i\sin\theta)$. To represent the course of a function when the variables are complex instead of simple numbers the X and Y lines of the first exercise must be replaced

by two graduated blackboards. On one of these the positions of $X (=u+iv)$ will be marked, on the other the corresponding positions of $Y (=U+iV)$.

Since space has only three dimensions it is not possible to combine the X and Y surfaces of this last illustration into a model in the way in which the X and Y lines of the former illustration were combined into a graph. If, however, only one of the two variables is complex, the other being simple, we have only three dimensions to represent, and the thing can be done. For instance, if in the function $y=ax^2+bx+c$, x may have complex values ($u+iv$) but y must remain simple, then, as I have shown elsewhere, the whole set of corresponding values of x and y can be exhibited in a three-dimensioned graph consisting of two equal parabolas, head to head, the plane of one being at right angle to the plane of the other. The points of one of these curves show the "real," the points of the other the "imaginary" roots of the quadratic equation $ax^2+bx+c=0$, where the values of a and b are fixed but c may have any real value.

FOREIGN TRAVEL AS AN AID TO CLASSROOM WORK.

By C. McEvoy, M.A., Watford Grammar School.

IT may be said that in most favourably situated schools the custom of visiting neighbouring museums and scenes of historical, geological, geographical, or industrial interest, has long formed a regular, if unscheduled, part of the curriculum.* The psychologist would vindicate the practice by pointing out the resulting increase to the pupil of the apperceptive masses and the enrichment of the interpretation given thereby to the ordinary subjects of study. Mr. S. E. Winbolt in a recent number of *The Journal of Education* has well referred to "the value of the objective method in class teaching and the importance of the presentation of the thing itself because of the tendency of word symbols to become anaemic."

All these arguments apply with even fuller force to the value of foreign travel. Not only are there, in France, for instance, sites of historical and geological interest as plentiful as in Britain, and ancient remains better preserved, but there is the experience, indescribably valuable to the English boy, of entering into the atmosphere of a new country. That first experience is never forgotten, and becomes a lifelong commentary on the expanding experience of after days. Language, dress, manners, food, money, buildings, vehicles, streets, monuments, fields, and a thousand less considered trifles, give him a sense of actuality in his study of the language and history of the country that nothing else could possibly give. He learns, for instance, experimentally, that the incredible sounds of which he is so shy in the classroom are pronounced as a matter of course by everybody he meets, and that it is his insular pronunciation which creates amusement or perplexity. But he learns deeper lessons than this. By foreign travel the seed is sown, which, under favourable conditions may in time bear fruit in a new perception of his own country as well as a new perception of others, and may ultimately form a factor in that enlightened cosmopolitanism and international amity which all true teachers must everywhere desire.

In spite of these advantages, foreign travel as a supplementary aid to classroom work has remained, as far as the pupil is concerned, comparatively untried. There are two obviously practical difficulties. One is expense. The other is responsibility—the responsibility for the teacher of having the care of a number of young pupils at a considerable distance from home and exposed to all the

* *The Teaching of Algebra* (Longmans).

* Admirable work in this connexion has been done by Mr. G. G. Lewis. See his "Longer School Journeys" (Sir Isaac Pitman & Sons, 3s.)

possibilities of accident and illness. From the latter difficulty there is no escape; precautions may be taken, but the risk must be taken too. To deal with the matter of expense parties have occasionally adopted the method of camping out. Although by this means the expense may be considerably curtailed, there is the disadvantage that the tent has always to be carried from place to place, and forms, with the other impedimenta, no mean incubus; there is the additional disadvantage that it prevents that close contact with the life of the people that the more usual methods of travel allow. The party is of necessity segregated in country places and cannot mingle with the life of the towns.

The purpose of the present article is to show by reference to a recent actual experience what can be accomplished at a moderate cost in the way of foreign travel as an aid to classroom work in an ordinary secondary day-school. The writer makes no apology for giving details which experience has proved useful at critical moments and which may prove useful to others on similar occasions.

One of the chief incentives to the tour referred to sprang from a recommendation made by Mr. S. E. Winbolt. Ever since, at his suggestion, the excellent Perthes cartoons were used for the illustration of Caesar's operations before Alesia interest had steadily developed in the scene of the final subjugation of Gaul. The hint that part of the Easter holidays might be spent in exploring Alesia was taken up with enthusiasm. The idea developed into a programme of a nine days' tour, and an estimate was made of an inclusive cost of £8. It had been stipulated that the party should not consist of more than ten nor less than six: in response to a circular letter addressed to parents the ten boys were readily forthcoming, and the opinion was generally expressed that the estimate of cost was too low. As a matter of fact, by taking cheap Easter return tickets from London to Paris, by travelling third class, and by obtaining special terms from hotels beforehand, the whole expense for nine days and a half, including passports, worked out at about £7 10s. per head.

The itinerary was as follows:—

1st day. London, dep. 8.20 a.m. Paris, arr. 6.20 p.m. Tram to Opéra, thence walk by Place Vendôme to Rue St. Honoré. After dinner in one of the many restaurants there, across the Seine by Pont St. Michel to pension near the Sorbonne, with glimpses of Notre Dame and the dome of the Panthéon on the way.

2nd day. From the summit of the Eiffel Tower, picked out, as from a living map, points of interest to be visited. Tomb of Napoleon. Trocadero. Arc de Triomphe (inscription on the return of Alsace-Lorraine and grave of the *inconnu*). Champs Elysées and Place de la Concorde.

3rd day. Paris, dep. 7 a.m. Alesia, arr. about 11.30. After café and *croissants* at Hotel de la Gare walk to Alesia (1½ m.). Climbed to summit of Mt. Auxois, and from the base of the great statue to Vercingetorix picked out every point described so vividly by Caesar (*de Bell. Gall.* VII). The plain three miles broad: the horse-shoe ridge of hills encircling—*mediocri interjecto spatio*—the hill on which Alesia stands; the two rivers which ran at the foot of the hill—*subleuant radices collis*. The site of the great double wall of circumvallation in the plain below. An experience of the value of the objective method never to be forgotten. By help of excellent chart of site of Roman remains identified, in extensive Roman settlement adjoining, theatre, temple, villa with hypocaust, and remains of Roman road. Under courteous guidance of M. Fornerot, ingénieur of Marigny la Cahouet, visited and had explained remains of Gallic huts and the intensely interesting treasures in the Musée, e.g. fragments of domes of clay with which Gallic huts were covered still retaining traces of the leaves and twigs of osier on which they were imposed.

4th day. Alesia, dep. 7.20 a.m. Semur, arr. 8.45. Thence by road (18 m.) to Saulieu—pleasant open country with occasional sight of the violet hills of the Morvan

towards the south-west. The road interesting historically as the probable route of the Gallic army of relief from Bibracte. From Saulieu by train same day to Autun (Augustodunum)—the Celtic Rome.

5th day. In Autun. From Cathedral tower very picturesque view of the ancient town below: tomb of Divitiacus (*dit*) on the hillside and temple of Janus—an impressive mass of brickwork rising sheer from a green meadow—outside the city walls. Bibracte rising, a solemn hill, on the western horizon. After a visit to the Lycée and its classrooms and the playground where Napoleon played as a boy, a tour round the city walls: magnificent Roman gateways and very suggestive remains of a Roman theatre still retaining marvellous acoustic properties.

6th day. Musée in early morning. Dep. 10.20 for Avallon. Lycée and classrooms. Under guidance of one of the masters visited the churches of St. Martin and St. Lazare. The town an excellent example of a medieval city.

7th day. Avallon, dep. 10 a.m. for Sens, visiting on the way the finely placed city of Auxerre with its traditions of Napoleon and Joan of Arc and of Hun and Saracen invasion.

8th day. Sens (Agedincum) Cathedral and Roman wall. Lycée. Dep. Sens 11.3 a.m., arr. Paris 2.10 p.m. Place de la Bastille, Panthéon (fine frescoes which give a pictorial summary of much of the great French traditions).

9th day. In Paris. Notre Dame. Louvre. Théâtre Française to see Victor Hugo's "Marion de Lorme." Shopping in Rue de Rivoli.

10th day. Paris, dep. 7.10 a.m. London (Victoria), arr. 4 p.m.

It is a pleasure to record the interest shown in the tour by Mr. A. E. Twentymen, of the Board of Education, Whitehall. By his kind offices the French railway authorities granted a substantial reduction in fares, and this allowed of an extra day in Paris. Nor should acknowledgment be omitted of the eagerness of all the French people with whom the party came into contact to do the utmost in their power to render the tour easy and interesting: chief among these are M. Houtin, of the Ministère des Beaux Arts, Paris; M. Fornerot, of Alesia; M. Faye Principal du Collège, Autun; and M. Camburay, Principal du Collège, Avallon.

Of the stimulus of the tour to the party there were abundant evidences at the time in the delightful impromptu debates by the roadside and upon the railway, and in the eagerness with which each member wrote up his diary. It may safely be predicted that none of them will in the future open a French book or a Caesar without finding the most arid passages bubbling with fountains of interest drawn from sources which every year will seem to make more beautiful.

[Suggestions proved useful by experience for a nine days' Easter Tour: (1) Luggage—a rucksack containing bare necessities and including extra vest and socks, list slippers, soap in case, some cord, a thin diary and pencil. (2) A linen bag with tape for passport and tickets—this to be slung round neck and worn inside waistcoat. (3) Boots to be comfortable and preferably not new. (4) Light mackintosh and ordinary warm clothing. (5) School caps ensure easy identification in crowds. (6) Every member of party should be able to speak the language of the country and should know his address in the places visited. (7) Party not to number more than eleven, including leader. (8) Tour should include one good long walk through pleasant country. (9) Early to bed and early to rise.]

TEACHERS' REGISTRATION COUNCIL.—At the last meeting of the Council the following resolution was carried unanimously: "In the interests of education and to secure the efficiency of the schools the Council urges that the agreements set forth in the Burnham Reports should be fully maintained by all the bodies concerned."

UNIVERSITIES AND SCHOOLS.

ENGLAND.

The May number of the *University Bulletin* (6d.), published by the Association of University Teachers, reprints in parallel columns, from the estimates, the Government grants to Universities and Colleges for 1921-22, and for the following year, the totals being £1,416,000 and £1,169,000. The interim grants to Oxford and Cambridge of £30,000 each are included. The largest specific grant in the lists is £100,947 in 1922-23 for Wales, including its four colleges Aberystwyth, Bangor, Cardiff, and Swansea. If the grant for London and its colleges and medical schools were shown in the same way, the total would naturally be considerable. The University gets £19,000 in 1922-23, and the grants to the colleges and medical schools for the same year appear to add up to a total of £300,000, the largest grants being to the Imperial College, £67,500; University College, £59,000; and King's College, £46,000.

A curious sidelight was thrown on Oxford University government by the vote in Congregation, which rejected by twelve votes to eleven the preamble of a Statute proposing that the head of a college *shall* every term send to the University Registrar a schedule of the number of undergraduates attending various Honours courses. The point at issue appears to be the power of the University to *order* a college to do anything, however innocent, without submitting the statute to the King in Council, and obtaining the prior consent of the college. "To tell the Head of a College to do what he need not do is neither lawful nor reasonable," asserts Dr. Thomas Case in a letter to *The Times*.

The *Oxford Magazine* publishes a valuable article on Economy and the Royal Commission, by A. B. P., which points out, very wisely, that the main ideas which should govern all colleges are to keep out bureaucracy and her bastards and to live at peace with the City. The recommendations of the Royal Commission in regard to catering are discussed, proper emphasis being laid on the relation between cheap buying and overhead expenses. "The fact is that the cost of food in College is remarkably reasonable," and it is urged that before a new system is adopted, an ample margin in its favour should be evident. For true economy, the writer recommends the breaking down of "food rings" throughout the country, reduced rates, restricting the cost of licensed lodgings, preventing long credit, encouraging benefactions, and finally, ingeminating simplicity in and out of College, and not least in University circles.

An interesting and expert report on the Pensions Scheme for Assistants, Clerks, and Servants in University Departments was recently presented at Cambridge. The scheme, it will be remembered, is contributory and establishes a vested interest for each member. Mr. J. M. Keynes thought it might be advantageous that the fund should be under the full control of the University, pensions being granted according to individual circumstances. The general view of those who took part in the discussion was, however, in favour of the beneficiary's knowing his exact position. It was agreed that 4 per cent interest could not be guaranteed, this rate was used only for purposes of illustration. The question of the investment of the money by the Financial Board rather than by an Insurance Company was raised; also the question of the retiring age which some thought should be sixty-five with a possible extension to seventy. The question of deductions for income-tax received full attention. Mr. Fraser, an insurance expert, made the interesting admission that as between contributory and non-contributory schemes, "the whole trend of things during the last twenty years had been in favour of contributory schemes." Any one concerned in drawing up a pension scheme on contributory lines would do well to read this discussion, which is printed in *The Reporter* of May 30th.

Prof. Pollard has published in a letter to *The Times* a spirited reply to Dr. Little's criticism of the Bloomsbury site. He points out that the amount promised before the war for the purchase of the site, and the provision of buildings was by no means insignificant. He thinks the amount was about £250,000 apart from the £60,000 offered by the Drapers' Company for a Senate House; and adds, "these funds were diverted from the University by the opposition offered, and apparently it is being sought to repeat that signal achievement." The removal

of the University administration to Bloomsbury, however, was the considered recommendation of the Royal Commission, and is not the brain-wave of Mr. Fisher or of the Government at present in office. "What we really needed is peace from those who talk, and a fair chance to those who act."

Sir Gregory Foster, the Provost of University College, has published the two lectures on the University which he delivered recently at the College (University of London Press, 1s. 6d.) and has generously dedicated the royalties to the endowment fund of the University Union Society. The pamphlet will serve a useful purpose as a summary of the arguments in favour of the Bloomsbury site. An appendix gives a statistical statement from which it appears that out of a total of 21,000 students in the Colleges of the University, not less than 16,764 are in Colleges situated within two miles of the site. The sites of the thirty-six Colleges of the University occupy 212 acres; in addition, hostels occupy 7½ acres, and playing fields 215 acres, giving a total of 434½ acres. "There is no one who, with those facts in his mind, could think for a moment that any conceivable scheme for the improvement of the University of London could be based on bringing all these together." The site is for two specific purposes, the building of new Headquarters for the University, and for the removal of King's College. Mr. Fisher, in a speech delivered at the conclusion of the second lecture, pointed out that the Bloomsbury site had been accepted by the University, and was not really a matter for discussion. "The Government do not propose to make another offer, and if the University does not like the site, well it can return it to the source from which it came." Taking a bird's eye view of University education in the country as a whole—the first occasion possibly on which this has been accomplished by a Minister of Education—he admitted that the limit as regards students had already been reached at Oxford and Cambridge. London must, therefore, prepare for a great influx of students from home and abroad, from the Dominions, from India, from the Crown Colonies, from the United States of America, and from the Allied Powers of the Continent—a catalogue evidently prepared with care and forethought, though it postpones the day of educational reconciliation with our late enemies.

The Union Society has now taken possession of the wooden buildings in the University site behind the British Museum which have been purchased from the Young Men's Christian Association, with the consent of the University and of the Office of Works, and a general meeting was held there early in June. The contest for the Presidency resulted in the election of Mr. H. Toussaint, of Guy's Hospital. The annual report for 1921-22 records a membership at June 1, 1922, of 957, a very creditable total seeing that, pending the acquisition of premises, the benefits offered to members were somewhat nebulous. There was during the session, however, a good series of debates, at one of which the Speaker of the House of Commons, Mr. Whitley, who is a graduate of the University, presided; and other distinguished men have co-operated by speaking. Not least important of the *acta* of the year is the publication of No. 1 of the *Union Society Magazine*, edited by Mr. C. G. Parsloe. A competition, judged by Prof. Sir Sydney Lee, produced some creditable contributions by students, both in prose and verse, of which an imaginative essay entitled "The Philosophers," by E. W. Adams (Birkbeck College), is awarded the prize for prose, and a poem, "Napoleon on St. Helena," by Frank W. Howe (London Day Training College), the prize for verse. The accounts for the year showed that rare phenomenon, a balance at the bank.

SCOTLAND.

The Report of the Departmental Committee on Local Taxation in Scotland, to which optimistic educationists have been looking forward as likely to show a way out of an impossible situation, has proved on publication to be thoroughly disappointing. It is pointed out in the Report that the practice of rating on the basis of the ownership or occupation of real property is by general admission grossly inequitable, that beginning with the Education Act of 1872, which imposed a new burden on the rates, the inequity has steadily increased, and that the Education Act of 1918, coming at a time of great financial difficulty, has made the position intolerable. Yet, though everybody is agreed on all this, Lord Dunedin's Committee has not been able to do more than recommend a few comparatively unimportant modifications in the system. One of these is the rating for education not on a parochial basis,

but by an equal assessment over a county. This is so obviously right that one wonders that a course so much in harmony with the spirit of the 1918 Act was not followed in that Act. But after all a change like this is a small matter and does not touch the centre of the problem of educational finance. The real difficulty is that modern education is very costly, and when the greater part of the cost is thrown on the local rates, the ratepayer is apt to be unduly pressed or the schools to be parsimoniously managed. The only way of escape in the plan of education, or indeed of any vital social service of a local character, is through generous grants in aid from the Treasury. Unless these are forthcoming any system of local taxation is bound to be felt grievous, and to entail dangerous restrictions on necessary expenditures. If the Committee had explained this rather than contented itself with platitudinous recommendations about economy in local government without reference to the urgency of the social needs causing the heavy expenditure, it might not have solved the problem set to it, but it would not have been altogether a failure.

Most of the education authorities have appointed economy committees charged to devise ways and means of bringing down expenditure, and to consider the reduction of teachers' salaries.

Salary Reductions.

Glasgow, which set the pace in giving increases above the national minimum, seems to aspire to be the first in the reverse movement; and authorities and teachers over Scotland have been following with the closest attention the course of its negotiations with its staffs for a mutually agreed reduction to take effect from the beginning of July, knowing that a break in the best paid centre will inevitably be followed by breaks everywhere else. The Committee of the Authority which has the matter in hand began with a recommendation that the salaries of the administrative staff should be reduced 10 per cent, and then approached the Institute with the suggestion that the teachers should on their own initiative profess their willingness to accept a cut of $7\frac{1}{2}$ per cent as a kind of negative bonus for the coming year. The proposal was referred to a delegate meeting of teachers which decided by a large majority for negotiation on the point. But the teachers' representatives, on meeting the Authority's Committee and asking for a justification of the request for reduction, found themselves up against a stone wall. It was admitted that even without the cut in salaries the rates for the coming year would be reduced over a shilling, but it seemed to be considered sufficient argument to say that the rates must be brought down still lower, and that that could only be done with the lowering of the agreed salary scale. The delegate meeting, when the case was again referred to them, gave an overwhelming vote for rejecting an agreed reduction. The next move is with the Authority. There has been talk of a wholesale dismissal of teachers with subsequent re-engagement on the lower level of salary. But apart from the legal difficulties involved in this procedure by the fact that the teachers must be dismissed in statutory form as individuals, the Authority is wise enough to know the harm that would be done to its relations with its teachers by any high-handed action, and to prefer to continue negotiations on a different footing.

The Scottish Socialist Teachers' Society, a body small in membership but great in influence, has issued a manifesto on the Glasgow situation. In this document it is pointed out, quite truly, that what is at stake is not simply a reduction

The Socialist Teachers' Manifesto.

in Glasgow, but the maintenance of the Minimum National Scales over Scotland. Glasgow's scale was so generously conceived that a $7\frac{1}{2}$ per cent reduction would still leave everybody above the national minimum, but in most authorities that is not the case. The minimum must come down before there can be any substantial economy over Scotland. As a counter movement to the movement for lower educational expenditure, it is suggested that if the interest on the National Debt which has increased in value with the fall in prices, were cut down from 5 per cent to 4, there would be plenty of money available for better salaries, smaller classes, and universal secondary education. Aside from the delicate question of the relative importance of national expenditure on interest and on social services like education, this contention is surely open to the objection that it would involve the penalizing of one particular section of interest receivers. If teachers protest against being singled out for salary reduction, they must be prepared to apply their logic impartially. As a matter of fact most teachers are not concerned with the question of alternatives to economy on education at all, and the public interest requires that as a class they should not be forced into any common policy in this matter. That is a reason for both

central and local governing bodies avoiding a line of action that will embitter teachers. A contented body of teachers is one of the conditions of social stability under modern conditions.

Scottish teachers learned with pleasure that their own M.P., Mr. D. M. Cowan, had been called to give evidence before the Committee which inquired into the alleged obligation of the Government to maintain the non-contributory system of superannuation as an integral element of the Burnham settlement. As what he had to say related to the proceedings that led up to the institution of the Minimum National Scales by the Scottish Education Department, it only bore indirectly on the question at issue. But so far as it went it certainly strengthened the case of the English teachers.

At a joint conference of teachers' and authorities' representatives in the Office of the Education Department, it seems, Sir Arthur Rose, speaking for the authorities, explicitly argued for a lower scale of salaries than the teachers asked for in view of the fact that teachers were to get deferred pay in the form of non-contributory pensions. That this was not simply a casual remark, as the Education Department appears to have suggested to the Government Committee, is proved by the fact that on various subsequent occasions the argument has been repeated both by representative men on the authorities and by the teachers' negotiators when charged with accepting too low a scale.

Draft copies of a revised version of the Regulations for the Training of Teachers have been circulated by the Education Department among the various bodies concerned. The most important changes contemplated are in the conditions for the certification of teachers in secondary schools. The Chapter V qualification has

New Regulations for the Training of Teachers.

hitherto been given to graduates holding any Honours Degree in the school subjects, and exceptionally to certain others, most notable of whom are students who, having attended honours courses without graduating, have been certified as having done the work on an honours' level. The Draft Regulations propose two changes here. In the first place, the requisite Honours Degree, whether in science or arts, must be of the First or Second Class; and in the second place, students not graduating with Honours must submit themselves to a special examination on the honours standard at the University. Both of these changes are thoroughly sound. Third Class Honours people are for the most part not good enough for secondary work. As for the certification of students who attended the honours classes in a subject, that was unsatisfactory for both professors and students. The new special examination (regarding which, by the way, the universities were not consulted though they are expected to conduct it) will ensure that all admitted to the higher reaches of secondary work are properly qualified. It is unfortunate, however, that the Education Department has not recognized the rich reserve of secondary teachers it has in those who take the new ordinary science degree, and in arts graduates of similar type. A student taking two subjects on a standard well above the ordinary degree standard, as the better graduates do, may not be a specialist on a par with an honours man, but he is probably as good a man mentally as a second class honours man, and he has the advantage of a wider range of knowledge and a better balanced curriculum by way of compensation. If such people had the chance of a Chapter V qualification, a good many of those whom the status and salary of an elementary school teacher fail to tempt into the profession, would be led to teaching as a career, to the advantage of primary and secondary school alike.

WALES.

The half-yearly meeting was held at Colwyn Bay with Alderman the Rev. D. H. Williams in the chair. The afternoon session was set aside to discuss two questions of educational

interest, namely, home work for pupils and the report on Classics. Principal Harris, of the Bangor Normal College, dealt ably with the question of home work. To illustrate his theory that the present tendency in the schools is to demand an excessive amount of time for the preparation of home lessons, he had amassed some very telling statistics, though it was not by any means proved that the strain in the Welsh schools is greater than it is in English schools. The report on Classics was well handled by Mr. J. C. Davies, the Director of Education for Denbighshire, and he was in general agreement with the resolutions already adopted by the Central Welsh Board and

The Central Welsh Board.

the Welsh County Schools Association. There was a consensus of opinion at the Conference that the remedy for the unsatisfactory condition of Greek lies mainly with the University, and it is gratifying to note that some of the University Colleges have already taken steps which will go far towards re-establishing the study of this language in the Principality.

The most important matter of general interest discussed at Colwyn Bay was a scheme propounded by the Hon. W. N. Bruce dealing with the inspectional powers of the Central Welsh Board. This Board is at present, under its scheme, empowered to inspect the Welsh Intermediate Schools only, and is debarred from entering the new Municipal Secondary Schools which have sprung into existence in Wales since the establishment of the Central Welsh Board. In several of the counties where the two types of secondary schools are to be found, this restriction has led to some friction and difficulty. Several attempts have been made in the past to remedy this, but always unsuccessfully, owing to the opposition of the Welsh Department. Mr. Bruce's plan is that the Board of Education and the Central Welsh Board should consult together to see how far it is possible for the two authorities to co-operate in dealing with certain types of schools and certain questions of curriculum. He suggested that occasionally the inspectors of the Board of Education should be invited to join with the inspectors of the Central Welsh Board, and that on the other hand, the inspectorate of the Central Welsh Board should co-operate in the inspection of municipal, secondary, and central schools as well as of training colleges. A small sub-committee will interview the Welsh Department and report on the proposal.

Arising out of the discussion on the report of the Board of Education on the Welsh Intermediate Schools, the Central Welsh Board has resolved to summon a conference to discuss the aims of education in Wales. Many educationists seem to have arrived at the conclusion that the modern curriculum is so wide that it cannot be treated properly without involving the pupils in much physical and mental strain. Whether this conference will succeed in discovering a way out of the present *impasse* or not, it is probable that a free discussion of the difficulties which confront the schools will be useful; and therefore it should be welcomed.

Considerable progress was made with the formation of a practical scheme for the establishment of this Council at the meeting held at Llandrindod Wells. The principle of the scheme has already been virtually accepted by the local authorities, and strong committees were appointed to consider the details. These sub-committees have evidently taken considerable trouble to devise a scheme which will overcome most of the objections which have been raised in the past, and they even appear to have solved the troublesome question of representation with fair success. It is recommended that the Council should consist of 219 members of whom 135 shall be representatives of local authorities, thus giving them a clear and substantial majority. An attempt was made to increase the representation of the teachers, and of the training colleges, but it was defeated mainly on the ground that the whole scheme of representation was such a delicate structure that it would be in danger of collapse if it was touched. Two suggestions as to the best method of bringing the National Council into being were made, (1) that the Government should be asked to transfer immediately to the council the powers and functions of the Minister of Education in all branches of education under his control in Wales; (2) that the delegation of these functions should be gradual and partial. The Executive Committee unanimously recommended the latter as more likely to be practical. They were also influenced in this direction by the Prime Minister's recommendation that Welsh members should introduce into Parliament a scheme for Parliamentary devolution, and by the publication of the Geddes' report. The fact that a scheme of devolution is in the field would naturally be used as an argument for postponing consideration of a wide scheme of educational autonomy. It was also felt that as a complete scheme of control would inevitably mean considerable expenditure of public funds, it would not be politic to proceed with it in view of the present demand for economy. For these reasons, it was resolved to proceed slowly and warily. The functions it is proposed that the Council should perform at first are fully set out in the Departmental Committee's report: the framing and administration of regulations, distribution of grants for elementary and for secondary education. It will also exercise important advisory powers. Four sub-committees

will be formed, (1) a University Committee; (2) Secondary Committee; (3) an Elementary Committee, and (4) a Finance Committee. There was much discussion on the financial proposals of the scheme as they constitute the foundation of the whole scheme. It is suggested that Wales should ask for six-eighths of the total sum spent on education in England and Wales. The passing of the Superannuation Act will complicate the financial problem very seriously, and therefore it is more than probable that in the event of Parliamentary sanction being obtained to the scheme, it will be necessary to reconsider the whole question of finances afresh. The present recommendations seem to be of a purely tentative character. Such is the main outline of an interesting scheme at its present stage of development. But whether it will be brought to fruition soon, is very problematical in the present economic condition.

This federation met at Llandrindod Wells under the presidency of Mr. Hopkin Morgan of Neath. It discussed the education of blind and deaf children, of children under five years of age, the finances of the training colleges and similar questions.

This Committee has now been duly formed, and its first meeting will be held at Shrewsbury on June 22nd. It has very important and useful functions to perform, as it is meant to discuss all the border-line questions between the University and the secondary schools.

IRELAND.

The Draft Constitution of the Irish Free State, issued on the morning of the general election, has the following clauses dealing with education: (1) All citizens of the Irish Free State (Saorstát Éireann) have the right to free elementary education (Art. 10); (2) No law may be made, either directly or indirectly, to affect prejudicially the right of any child to attend a school receiving public money without attending the religious instruction at the school, or to make any discrimination as respects State aid between schools under the management of different religious denominations, or to divert from any religious denomination or any educational institution any of its property, except for the purpose of roads, railways, lighting, water, or drainage works or other works of public utility, and on payment of compensation (Art. 8). Article 4 will have very considerable bearing on school curricula. It is as follows: The national language of the Irish Free State (Saorstát Éireann) is the Irish language, but the English language shall be equally recognized as an official language. Nothing in this article shall prevent special provisions being made by the Parliament (Oireachtas) for districts or areas in which only one language is in use.

Owing to the elections being fixed for June 16th, the commencement of the Intermediate Examinations was postponed for a week from June 13th to June 20th. They finished on Wednesday, June 28th. In accordance with the promise, made by the Dail Minister of Education, that the Interim Grant would be paid before the Intermediate Examinations, cheques of £50 were distributed to each of the Intermediate Teachers in the Free State who satisfied the requisite conditions. As the average payment last year was £30, there has been an increase this year by two-thirds, and teachers are indebted to Prof. Hayes for his successful efforts in thus recognizing their claims to increased remuneration. A grant made at a flat rate ignores, of course, the claims of length of service to better treatment, but it avoids all the inequalities of previous years when equally well qualified teachers received different amounts, and the material is not at present available for determining the length of service of all Irish Intermediate Teachers. The present year, it is hoped, is the last of the interim grant, and if Prof. Hayes is successful in the educational reforms which he has in view, there will be in existence next year a proper scheme of Intermediate salaries.

The Intermediate Board has not arranged to hold summer courses this year, but the Ministry of Education has arranged that Intermediate Teachers with a sufficient knowledge of Irish to profit by the courses will receive subsistence and travelling allowances if they attend courses at University College, Dublin, or University College, Cork. These courses will be conducted entirely through Irish. They will begin in University College, Dublin, on July 4th and end on July 28th. Classes will be provided in Elementary, Intermediate, and Advanced grades,

and the courses will be in Irish Literature and History, Mathematics, Physics, Latin, Modern Languages, Geography of Ireland, and Hygiene. The Department's courses are being held as usual in the College of Science in Science and Technical subjects, and will be conducted in English.

Ulster Secondary Schools.

In the North, as in the South of Ireland, the difficulties caused by past Government apathy and neglect are giving rise to much misgiving, and it is clear that they cannot be overcome immediately. The Secondary Schools in Ulster have made through the Ulster Head Masters' Association a very strong appeal to the Government to relieve their needs and to save the schools from the increasing enfeeblement which must for a long time lower the character of their work and their usefulness. The promised increase in the interim grant falls hopelessly short of the needs of the case, the salient feature of which is that the schools cannot secure or retain teachers in face of the competition of the better treated English and Scottish schools. They therefore ask for temporary additional or increased grants until the proposed legislation takes effect. The Northern Government, however, is proceeding slowly. The Marquis of Londonderry, the Minister of Education, has appointed another Committee for the purpose of making arrangements for the preliminary education, training, and certification of teachers for various grades of schools in the six counties. The Chairman is Rt. Hon. H. M. Pollock (Minister of Finance) and the other members are Dr. Garrett (Senior Inspector), Mr. W. Haslett (Head Master of the Model School, Belfast), Mr. R. M. Jones (Head Master of the Royal Academical Institution, Belfast), Major Stanley (Principal of the Municipal College of Technology, Belfast), Mr. Bonaparte Wyse (Assistant Secretary to the Minister of Education), Prof. Wilson, and Rev. W. A. Watson. Meanwhile the Northern Ministry propose to continue the arrangement with the Church of Ireland Training College in Dublin, whereby candidates from all parts of Ireland have been trained there for the teaching profession, and the College has agreed to comply with the Ministry's requirements. It is also proposed to establish a new Training College later in Belfast itself. The amount of the vote for Educational Services in the North for the current year is £1,249,812.

School Mistresses' Association.

The annual meeting of the School Mistresses' Association which had been postponed from January, was held at Alexandra College, Dublin, at the end of May. The report which reviewed the work of Irish Education for the past year states that the present year would be an extremely critical one for the teaching profession; the Intermediate Board would disappear and a new system of education would be set up. After the adoption of the report Miss M. Hammond, Head of the Women's Training Department, Birmingham University, read a paper on "The Psychological Ground of Some Modern Educational Movements."

LOCAL EDUCATION AUTHORITIES.

Leicestershire Higher Education.

In a note to the Higher Education estimates of the Leicestershire Education Committee, Mr. W. A. Brockington says that by the adoption of one in twenty-five ratio and the subsequent reduction of staff, in some cases the increases under the Burnham Agreement have been neutralized. By limiting the estimates for Scholarships the Committee have had to abandon their policy adopted in 1919, of offering free secondary education to those pupils who were undoubtedly qualified to benefit by it and who would otherwise be prevented from doing so by their inability to pay fees. The number of candidates presented this year for the examination for Junior Scholarships was 2,170. "It must be realized," says Mr. Brockington, "that in restricting the number of Junior Scholarships to one hundred, as is necessary under the existing Scholarships estimate, the Committee are departing much farther than in previous years from their policy of providing secondary education for qualified pupils of public elementary schools. Such changes as the further limitation of the number of teachers to pupils in the County Grammar School are administrative changes which, it is hoped, will not result in any appreciable loss of efficiency. There is a general disposition among teachers to meet the harder conditions which are imposed. Such changes as the limitation of the number of County Scholarships fall, however, in a different category. The abandonment of the policy indicated in Section 4 (4) of the Education

Act of 1918 means a temporary halt in the progress of national education."

After long delay, the section of the Education Act, 1918, under which all exemptions from attendance at school under the age of 14 will disappear, will come into operation on July 1, 1922.

The change is one of great importance. While in many urban areas there have been few, if any, exceptions to the rule that children should remain at school till the age of 14, in nearly all administrative counties the by-laws regulating school attendance have provided for exemptions of which full advantage has been taken. In 1919, for instance, the difference between the number of children on the school registers between 12-13 and 13-14 respectively was 170,000. We welcome the reform and only regret that it cannot be associated with some definite measure for improving generally the educational facilities for older children attending elementary schools, particularly in country districts.

It is generally conceded that the Board of Education are well advised in terminating the arrangement under which they have, both directly and indirectly, subsidised certain institutions. As the Education Committee of the London

County Council remarks. "The system by which the Board have paid twice (first by substantive and again by deficiency grants) cannot, in our opinion, be defended." In the Metropolis there are 51 Secondary Schools, 5 Junior Technical Schools, 3 Technical Institutes, and 3 Training Colleges maintained by the Board's substantive grants supplemented by contributions from the Local Education Authority. The contributions of the Authority to the Secondary Schools amount to about £280,000 a year and the substantive grants of the Board to approximately £140,000. Under the proposed regulations, the contributions made by the Committee will cease to rank for deficiency grant at the rate of one-fifth of the total sum per annum. In the opinion of the Education Committee, and there is much to be said for their view, the Board of Education, instead of discouraging the contributions of the Local Education Authority, should reduce by instalments the substantive grants to the schools, leaving the Local Authority to make good the deficit if necessary. The Education Committee anticipates that if the Governors receive the Board's grant in full throughout five years, they would strongly resent being required to cease to receive it and pressure would be brought to bear on the Education Committee to continue to aid the schools as before, even if the Authority had to forgo the deficiency grant.

To the resolution of the London County Council urging the Board of Education to consider the advantages of the large open area available at Holland Park as the location of the new

University quarter as an alternative to the restricted and far more costly site selected at Bloomsbury, the Commissioners of the Treasury have replied that their Lordships are unable to reopen the matter. The County Council conditionally approved of the Bloomsbury site in October, 1920, and it was purchased by the Government in 1921. Captain Swinton raised the question of the Holland Park site in February, 1921, and although the Higher Education Sub-Committee recommended that no action should be taken, the Education Committee, and subsequently the Council, adopted another view. The Council admitted that when the Bloomsbury site was approved it was not known that a block of land was available on the Holland Park Estate easily accessible from all parts of London; costing much less money, very much larger and so affording room for expansion—matters of vital interest to the Council as the Educational and Town Planning Authority for London. While the total area of what is known as "Holland House and Park," is approximately sixty-eight acres, of which thirty-five acres are immediately available, the Bloomsbury site consists of eleven acres, but is a fragment of a fairly large estate extending for some fifty acres, all of which may come into the market in the course of the next fifty years. The paramount importance of securing, at this time, ample space for future development and the heavy cost that would be involved in extending the Bloomsbury site may possibly outweigh the disadvantages of the Holland Park site. At any rate, the question appears to merit some further consideration.

THE LONDON SCHOOL OF DALCROZE EURHYTHMICS.—A prize of six guineas is offered for the best set of words suitable for a school song. Particulars can be obtained from the Secretary, The Dalcroze School, 23 Store Street, W. C. 1.

FOREIGN AND DOMINION NOTES.

GERMANY.

What is the place of the parent in education? Is his only business to provide raw material for pedagogic processes? Has he absolute right to govern the shaping of his offspring? Or

The Right of the Parent.

where does he stand between these two extreme positions? In England the great public schools snub him; smaller and private schools humour him; whilst in certain modern institutions he is the divine oracle whose utterances the teacher must revere and obey. In France Catholics fight for him against the aggressions of the State. Germany is in difficulties with him. Before the War the State there was tightening its hold on the child—the State which stood for the Monarchy and for religion. Now that the State is neither monarchical nor religious, the old-fashioned parent, who is both, grasps at his child. On the other hand, the socialistic State is jealous of *Elternrecht*, or parents' right. What the socialistic teachers say is revealed by the report of their Second Congress, which was held lately at Hamburg. "The right of parents," said Herr Köster, "is limited by the right of the child, the right of the community, and the right of the teacher"; indeed it was finally laid down at the Congress that *Staatsrecht bricht Elternrecht*, the right of the State, is higher than the right of parents. Nor is it the State alone that claims authority over the German child; Churches, political parties, and cranks of all sorts would fain share control of him. It was hoped to connect home and school by means of *Elternbeiräte*, or Parents' Councils; they have, in fact, but brought politics into the schoolhouse. Now it is asked that *Elternrecht* should be clearly defined in the impending *Reichsschulgesetz*, or Imperial School Law. Perhaps in England, too, parents' right might well be discussed and more clearly determined. In technical matters the interference of the parent is often an injury to the child; thus the city merchant, who may be a good judge of corn or wool, is seldom competent to decide whether his son should learn Greek or not. And as education grows more scientific and studies it objects more minutely, the less becomes the value of uninformed opinion. As to the moral and physical welfare of the child, it should be sought by parents and teachers in close and sympathetic co-operation. Many head masters, were they free to speak, would say that schools suffer as much from want of frankness in parents as from original sin in children. Parents have duties as well as rights. For the rest, we would limit their powers in proportion to their incapability and not otherwise.

Das Werden Zeitalter (i., 2) contains an interesting article on "Die Hamburger Gemeinschaftsschulen,"

Gemeinschaftsschulen.

which have as their motto "Vom Kinde aus!" Banished from them are the old punishments and constraints. Instead of classes graded according to age, free groups form about the teachers, and you may even read of a boy who did nothing at all in school but wander from group to group in search of inspirations for work at home. Plato taught that learning to be worth anything must be voluntary and accompanied by pleasure; so that the Hamburg pedagogues have high authority for their basic principle. And experiments in education are to be encouraged. They must be judged, however, by the results obtained—by their efficacy in the making of a man as a social animal. There is a modern and illusive way of regarding method as in itself an end.

FRANCE.

On July 15 the *Fédération internationale des femmes universitaires* will hold its Congress at Paris. The

Women.

term *universitaire* has received an extended meaning; so that women painters, sculptors, and engineers, even if not strictly academically trained, will be represented at the meeting. We remark, *à propos* of women, that France is interesting herself in the new movement to prepare them for social service. Of institutions for this purpose Switzerland has four, and Germany, where the first was established at Berlin in 1908 by Alice Salomon, has no fewer than fifty. A new career for French women may be opened by their appointment as inspectors to combat infantile mortality and to promote the public health.

There was a time when every one read "Le roman d'un jeune homme pauvre." "Julia de Trécœur" was dramatized as "Le Sphinx"; whilst both

A dead Author.

"L'histoire de Sibylle" and "M. de Camors" had a wide circulation. Of the style of Octave Feuillet, the

author of these books, Loti has said: "Il ressemble à la toilette de ces femmes dont l'élégance, bien qu'excessive, est tellement discrète qu'on la remarque à peine." The world in general has, perhaps, forgotten Feuillet; yet on Sunday, March 5, the centenary of his birth was celebrated where it took place—at Saint-Lô (Manche). Commemoration of the dead has, as we hold, an educative influence not to be ignored.

UNITED STATES.

The *Educational Review* (lxiii., 5) begins with an article on

Appointment Bureaux.

"Appointment Bureaux in Colleges and Universities" by Dr. Arthur J. Jones, who, having been for seven years Director of the Appointment Bureau at the University of Pennsylvania, is informed by experience. Let us glance at his matter. The first aim of Appointment Bureaux was to provide for individuals and, through success in this form, to attract students to the organizing academy; a higher aim and a deeper feeling are now apparent—a feeling of responsibility to society for placing the right men in the right places, so that each may give to the community his best service. The old testimonial system was bad; the recommendation of a president or dean: "is a fine manly fellow," "of strong Christian character," "the son of Senator Blank," had little worth for guidance. Basic principles for the organization of Appointment Bureaux should be: (1) There should be a central office where complete records of all candidates shall be kept in such a way as to be ready for instant use; (2) The one who actually makes the recommendations should know as completely and intimately as possible, (a) the peculiar conditions of the position for which a candidate is sought; and (b) the candidate to be recommended; also (3) the utmost frankness and honesty should be used in recommending candidates, only the best interests of society and the individual being kept in mind. As to finances, in most American institutions the service is free both to candidates for employment and to the school or other employer. The cost of the bureau is comparatively small and shows that private agencies must be very remunerative. If commissions were charged on each placement at the usual rate of 5 per cent of the first year's salary, and if a registration fee of two dollars were required of all applicants, practically every college Bureau would have an enormous percentage of profit on outlay. But there is a hindrance in the way of efficient activity; a university or college Bureau registering only its own graduates has a limited number of candidates, whilst a private agency can draw from many institutions. Dr. Jones proposes, then, co-ordination among the Bureaus of various institutions so that there might be the widest interchange of candidates available and of vacancies. For one of his recommendations we have unmixed approval—the substitution of *record* for *testimonial*. In testimonials friendship is wont to strike too kind a note, whilst a quarrel or a personal antipathy may work disparagingly. The longer a record were continued, the more probable would become the elimination of the personal factor.

The teacher should be one who has chosen teaching as the work of his life; to be so chosen an adequate and progressive salary must be attached to the work. *The School Review* (xxx., 6)

About Salaries.

examines "The Salary Outlook for High School Teachers." The average salary of a secondary school teacher in the United States is, at the outset, 1,297 dollars a year, or a little more than 100 dollars a month; the average salary for all teachers is 1,678 dollars or only 381 dollars more than the average salary for beginners. It is not strange, then, that the average duration of a secondary teacher's career should be only about six years. Some years ago—we elect to say nothing of the present time—there were English schools officered by migratory sporting ushers, eager to escape from an unpromising vocation.

INDIA.

In France a large section of the women has set *Identification* on its banner; in India the social disparity

Women and the University.

between men and women is so great that a system of education fit for one sex can hardly be fit for the other. Hence there has been formed a Working Committee, with Sir Ashutosh Chowdhury as Chairman, in order to organize a Women's University in Calcutta. The appeal issued by the Committee has a certain note of pathos. "We Indian women have lost the lofty spiritual culture which was the chief glory of our ancient system of education; and in its place we have acquired a love of sexual enjoyment and of luxury, with other faults of Western Civilization." It is their

hope to rise not "by boycotting Western civilization," but by fusing "the deep spirituality of the East with the science and art of the West." Thus it is plain that some Indian women have more wisdom than some Indian men. The British Federation of University Women is offering this June to members of the International Federation, without distinction of race, a fellowship of £300 for research or post-graduate study, and the women of Indian universities are for the first time enabled to compete. The success of an Indian woman would delight the whole Empire.

THE SUDAN.

The Gordon Memorial College "continues to do much valuable work in the development of a country whose inhabitants are imbued with feelings of loyalty and affection towards those who, they are convinced, are doing their utmost to enable them to take a useful share in the progress and administration of their homeland." Sustained progress is the dominant note of the latest Report (to December 31, 1920) from which we quote. Attention is being paid to the difficult problems of teaching in Arabic, and in the Upper School the first Sudan-trained teacher has been appointed to fill a vacancy as Arabic teacher, whilst a Sudanese has replaced an Egyptian as a teacher of Religious Law. The Engineering Section of the College supplies trained pupils for the great works in the Gezira, and the demand for them is steady. To help the inhabitants war is waged, by the scientists of the College, on the diseases to which the cotton plant is subject, and on the hyænas that ravage flocks and herds. Of archæological work the most notable feature reported is Dr. Reisner's excavation of the site of the Jebel Barkal Temple.

TOPICS AND EVENTS.

EDUCATION GUILD CONFERENCE ON THE DALTON PLAN.—The Programme of the Conference on the Dalton Plan, to be held at the University, Bristol, from July 29 to August 8 is both interesting and comprehensive. The lecturers are all practical teachers who are using the Dalton Plan as the basis of their school work. The Plan will not only be dealt with from the point of view of the secondary school, but also from that of the elementary school, as Mrs. Muir Stanbury, of the John Evelyn School, Deptford, will lecture on its working in the elementary school with subject rooms and specialist teachers, and Miss Rose, of the Westminster Jews' Free School, will describe her use of the plan dealing with one class only and setting her own assignments in every subject. Mr. Ernest Jackman, Principal of the High School at Dalton, Massachusetts, after which Miss Parkhurst has named her plan of school re-organization, will attend the Conference. Full particulars of the Conference may be obtained from the General Secretary, The Education Guild, 9 Brunswick Square, W.C. 1.

ADMISSION OF WOMEN TO MEMBERSHIP OF CAMBRIDGE UNIVERSITY.—As arranged by the National Union of Societies for Equal Citizenship, the Minister of Education, on June 15, received a deputation of Members of Parliament, and of past and present members of the staff and students of Newnham and Girton Colleges. The deputation expressed the strong feeling in favour of the recommendation of the Report of the Royal Commission on Oxford and Cambridge Universities "that women be entitled to be admitted on the same conditions as men to membership of the University."

PENSIONS.—The Board of Education state that it would be a great convenience to them if teachers who expect to retire and make application for pensions during the year beginning April 1, 1923, would notify the Board informally and provisionally of their intention before October 1, 1922. This information will both assist the Board in estimating for the year 1923-24 and enable them to expedite a decision on the formal application when it is received. The notification should be marked "provisional," will not be treated as an application, and will be used for no purpose except to facilitate the Board's own administration.

ASSOCIATION OF TEACHERS IN TECHNICAL INSTITUTIONS. ANNUAL CONFERENCE.—In his presidential address, Mr. J. Paley Yorke said there never was a time in the history of this country at any rate when the individual was so keenly alive to the necessity of the education of his child as he was to-day.

Therefore there was no need for despair. It was forty years since any national inquiry was made on technical education. Since that time the advance in scientific knowledge, and the development of the application of science to industry had been enormous, and the time was now ripe for the appointment of a Committee of Inquiry to be set up to investigate the whole field of technical education. There was a great deal of misconception as to what technical education really was. In the minds of a number of people it was only for artisans and those who partook of it were only fitted to be artisans. Others looked upon it as a glorified kindergarten, where by playing a lot the pupils were beguiled into learning a little. Viscount Burnham, in his address to the Conference, said that much of the money spent on education would be wasted if the teaching profession had a sense of grievance and ill-treatment, which those who looked back upon educational history knew to be, on the whole, justified and well founded. It was necessary that there should be a permanent and reliable scale of salaries for teachers. Technical education was slowly gaining its rightful place in the history of educational development. It was but thirty years old, if they looked to realities of sufficient importance to be worth considering. In this country it did not proceed from high motives of State policy—as in the German empire—or from the magic wands of multi-millionaires as in America. The necessity of technical education was admitted, but the masters mistrusted those who came out of the schools because although they had theoretical knowledge they lacked the practical sense. We needed to get our technical schools into close touch and relation with our industrial works. In the development of industries in new areas both within and without our Empire trained leaders were necessary and it was stupidity of the worst kind not to make foreign languages an essential part of the training of our technical schools.

CONFERENCE ON THE TEACHING OF SCRIPTURE IN SCHOOLS.—Arranged by the Association of University Women Teachers this Conference was held at University College, W.C. 1, on June 17. Miss Winifred Smith, who presided, extended a welcome to the expert scholars and teachers who were to address the Conference. Dr. Douglas Adam said that the study of Scripture should be a life-long exercise. The Bible was made for man and not man for the Bible, and the study should aim at answering fundamental human problems. There is a place for the study of the Bible as Literature, History, Ethics, and Biography, but it must also answer an actual human need. Miss Mercier, Principal of Whitelands Training College, said the human side of Christ should be presented to children first. It is impossible to teach Scripture without teaching religion. The accumulation of knowledge must be second to the presentation of the point of view. Miss Robertson, late Head Mistress of Christ's Hospital (Girls), emphasized the opinion that no one should be obliged to teach Scripture if they cannot conscientiously do so. Bishop Gore, speaking as a scholar who had devoted the greater part of his life to the study of the Scriptures, advised students to begin their study of the Bible with the Old Testament Prophets, but without troubling about obscurities. The essential things are clear. They should begin their studies with open minds and not with rationalistic pre-suppositions. The Prophet's work is referred to in Hebrews i., "God who at sundry times and in divers manners spake in times past unto the Fathers by the Prophets." We see the gradual transformation of a barbarous and superstitious people by the moral law. Genesis is the work of a man of genius dealing with the crude legends of the early Semitic peoples. Through these he teaches man about God. In the last century the books of the New Testament were believed to have been written very late. They were supposed to be a late revision of the original writings and from a different point of view, but that idea has been changed, and it is now thought that in the main the Gospels and the Acts represent the actual work of the Apostles. Miss Richards, Principal of Stockwell Training College, stressed the importance of teachers' preparation. A higher standard of qualification is required. The intellectual and emotional sides need to be equally developed in religious experience.

HOLIDAY ADDRESSES.—Messrs. Evans Brothers, Montague House, Russell Square, W.C. 1, have issued a book of recommended holiday addresses containing about a thousand addresses from various parts of England, Wales, the Channel Isles, and the Continent. The places are conveniently arranged in alphabetical order and it is indicated in each case whether the address refers to apartments or a boarding house.

(Continued on page 450)

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SUMMER SCHOOL AT GLAMORGAN.—The Education Committee of Glamorgan County Council has issued an illustrated pamphlet dealing with this well-known holiday school, which is celebrating its seventeenth anniversary this year. The school opens on July 31 and continues until August 26, and there will be courses on applied handwork, art, art needlework, domestic handicraft, dressmaking, gardening, and biological science, practical geography, music, pedagogy, Montessori method, Welsh, wood and metal work, hygiene, and physical training. Some of the courses and the examinations which ensue are accepted by the Board of Education for the purpose of the acting teacher's certificate. Accommodation can be obtained in Barry, and camps are being organized for men in the playing fields of the Boys' County School, and for women in the Training College grounds. Full particulars can be obtained from the Chief Education Official, Glamorgan County Hall, Cathays Park, Cardiff.

THE EDUCATIONAL GUILD OF GREAT BRITAIN AND IRELAND.—Launched some thirty-eight years ago as the Teachers' Guild, this body has witnessed remarkable progress in the cause of education and now, in the annual report for 1921, a record is given of the changes in the Guild itself, which it has been necessary to make. The war brought a curtailment of membership, and in consequence of finances, from which the Guild seemed unable to recover, and with the object of stimulating its activities, it was decided to change the name to the Educational Guild of Great Britain and Ireland. This title, it was felt, would make clear to the public that membership of the Guild is not limited to teachers but is open to all interested in the study and practice of education. Another change which has been made is to fix an annual subscription to cover membership both of the Guild and the Guild's Club. In this way, all members of the Guild are able to make use of the premises of the Guild as a club-house and social centre, and valuable results are expected from the increased association of those directly and indirectly concerned with education which this change is expected to promote. The Guild has now reached a critical time in its history and the report concludes with an appeal for the loyal co-operation of all interested in education to enable it to carry on the valuable work which it has been doing during the past thirty-eight years.

THE IDEAL OF SERVICE.—A service for senior scholars of London secondary schools, at which the Bishop of Southampton, Dr. Boutflower, will deliver an address on this subject, will be held in St. Paul's Cathedral on July 7, at 6 o'clock. The object of the gathering is to put before those who are about to go out into the world, the ideal of service in their respective vocations, and Canon Maplesden, Church House, Westminster, asks the earnest co-operation of head masters and head mistresses by encouraging their pupils to attend the service.

THE P.N.E.U. CONFERENCE, AMBLESIDE, MAY 29 TO JUNE 1.—A Conference of Parents and Teachers was held at the House of Education, Ambleside, in connexion with the Parents' National Educational Union. This Union was formed by Miss Mason so that parents and teachers might unite in seeking the children's highest interests and provide an education better and wider than is generally found in English schools. Thanks to Miss Mason's wide experience, practical wisdom, and appreciation of English Literature, P.N.E.U. schools throughout England have each term a programme of work delightfully interesting and at the same time solid and instructive. She has realized and used the fact that children naturally appreciate good literature and that this and not mere text-books should be the basis of education. A new spirit has been diffused in the schoolroom, putting joy as well as power into the work. At the Conference she explained some of the ideals of the P.N.E.U. and how much it is a national service. One felt the spirit of aspiration behind it all and the great results that even already are seen. The criticism lessons given by the students to the children showed many of the characteristic features of the method. The children read quite difficult passages from literature, history, or scientific treatises, then narrated them with appreciation and understanding. The great value of the concentration thus involved is obvious to any one interested in education. The "all-round" thoroughness of the method was brought out by Miss Parish in her address on "The Science of Relations," showing how all subjects play their due part in "a liberal education." The nature walks, bird walks, and a geography walk arranged for the visitors gave them some idea of how P.N.E.U. students

(Continued on page 452.)

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and children are brought into close personal contact with nature, more so than in any other system of education. Another of the features of this method is the "Drawing Room Evening" on some great writer, famous place, or interesting topic. The subject chosen for the Conference was "Borrow." The "Musical Appreciation" evening—always an event at Scale How—was especially interesting, as Mrs. Howard Glover showed how children can be introduced to the great composers. "Greig," the composer selected for the term's work in the schools, was taken up and selections from his work were sung and played. It would be difficult to tell of all the interesting items in the Conference programme—the students' presentation of "The Rivals," the children's scenes from "A Midsummer Night's Dream" and "A Dream of Fair Women"—which were delightfully staged among trees and rhododendrons; the exhibitions of handicrafts, nature notebooks, examination papers, the "Wordsworth Pilgrimage" round the poet's haunts, and many other things.

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN.—The second Conference of the Federation is to be held at the American University Women's Club, No. 4, Rue de Chevreuse, Paris, from July 15 to 18. An attractive programme has been arranged, details of which, and other information, can be obtained from the Secretary, 92 Victoria Street, S.W. 1.

INTERNATIONAL LABOUR ORGANIZATION UNDER THE TREATY OF VERSAILLES.—About two hundred teachers, men and women, from the primary schools of the Canton of Geneva, paid a visit to the International Labour Office recently with a view to gaining first-hand knowledge of its aims and work. In a short address of welcome, the Director of the Office spoke of the high ideals which inspired the creation of the International Labour Organization. There were two significant respects in which it was important that the International Labour Organization and the teachers of the world should collaborate. The main aim of the International Labour Organization was to raise the conditions of labour of the workers. Without such an organization the work of the teachers would be of no avail. Their efforts would be fruitless if, after leaving school, the boy and girl were so overwhelmed by the fatigue of toil that they lost the love of knowledge which had been instilled into them. On the other

hand, the work of the Organization required for its full success the co-operation of the teachers. What, in the end, would be the advantage of improving conditions of life and labour, if the workman had not received an education to inspire him with a desire to realize, in his hours of leisure, the full heights of human dignity?

LONDON SCHOOLS HOSPITAL FUND.—An urgent appeal for help on behalf of the London Hospitals has been made by the Chairman of the London County Council and the various associations of members of the teaching profession. Every endeavour is being made to remove the burden of accumulated debts which now threatens to crush the hospitals, and it is confidently expected that response to the appeal will suffice for this purpose and so render unnecessary any further special appeal.

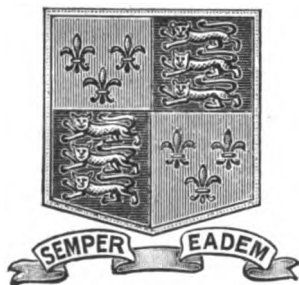
THE LONDON SUNDAY SCHOOL CHOIR.—A great Musical Festival of the Choir will be held at the Crystal Palace, Sydenham, on Saturday, July 8.

MENTAL DEFICIENCY.—A two-day Conference will be held at Caxton Hall, Westminster, on Wednesday and Thursday, July 26 and 27, 1922, under the auspices of the Central Association for Mental Welfare. The first day will be devoted to discussion of "Mental Deficiency in relation to Crime," and the Rt. Hon. Lord Justice Atkin will give a concluding address; the second day will be devoted to Educational matters; the Rt. Hon. H. A. L. Fisher will attend and address the Conference. Further details may be obtained from the Hon. Secretary, C.A.M.W., 24 Buckingham Palace Road, S.W. 1.

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(Continued on page 454.)

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MESSRS. W. & G. FOYLE, LTD., of 121-125 Charing Cross Road, London, have purchased the entire stock and connexion of Mr. J. H. Robins, Educational Bookseller, Chester, consisting of 25,000 volumes on Educational and Scientific subjects and Agriculture. The whole of the stock is being offered by Messrs. Foyle at very reduced prices, particulars of which are given in an advertisement on another page.

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HOLIDAY COURSES IN ITALY AND SPAIN.—A holiday course in Florence for those desirous of improving their knowledge of Italian and Italian literature is being organized under the auspices of the University of Florence. There will be instruction in phonetics and in the morphology and syntax of Italian, and

lectures on modern Italian literature, on Dante, Italian history, and the history of art, as well as practical work in the language. A number of local tours have been arranged, and it will also be possible to pay extensive visits to the Italian lakes. Similar courses are also being organized by the Universities of Siena, Perugia, and Naples. Full details of the courses and tours can be obtained from the offices of the Italian State Railways, 12 Waterloo Place, London, S.W. 1. A holiday course in Madrid of four or six weeks, commencing on July 8, is announced by the Centro de Estudios Históricos. Lectures on the literature, history, art, and geography of Spain, and special courses for advanced students, will be given; a number of small classes especially for the study of commercial Spanish will also be formed. The courses will include visits to places of interest in Madrid, and more extensive excursions to Toledo, Segovia, La Granja, Escorial, Alcatá, and Guadalajara. Information will be supplied by the Spanish Travel Bureau, 11 Queen Victoria Street, London, E.C. 4.

HOLIDAY COURSE IN THE AUSTRIAN TIROL.—The Civic Education League is organizing a course on regional survey lines lasting a month in the Austrian Tirol. The probable date of starting is August 4, and it is possible to arrange for a fortnight's course in place of the full four weeks' tour. The party will be divided into sections, each of which will confine itself to one particular aspect of the survey; the anthropology, geology, and physiography, ecology, history, and sociology of the region will thus be covered by the several sections. Further particulars can be obtained from Leplay House, 65 Belgrave Road, S.W. 1.

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(Continued on page 456.)

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This "DIRECTORY" has been corrected to date by responsible officials. It gives (a) number of members; (b) amount of annual subscription; (c) name of "organ"; (d) telegraphic address; (e) telephone number; (f) date and place of next annual meeting; (g) secretary's name and office address.

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BRITISH ESPERANTO CONGRESS.—The thirteenth British Esperanto Congress will be held in London on June 2—6 under the auspices of the British Esperanto Association. The central feature of the gathering will be a public meeting, to be addressed by Dr. Edmond Privat, of Geneva, in the Queen's Hall, Langham Place, W. 1, while other meetings will be held at various dates during the week at the London Day Training College, and in Hyde Park. A number of excursions to places of interest in and around London have also been arranged. Tickets for the Congress can be obtained from the Hon. Secretary, Mrs. E. R. Edmonds, 19 Dellcott Road, Welwyn Garden City.

PRIZE COMPETITIONS.

The prize for the June Competition is awarded to "Traditore," and the second place to "S. B."

The winner of the May Competition is Mr. H. Cradock-Watson, Merchant Taylors' School, Crosby, Liverpool.

ACTION OFF THE ANTILLES—APRIL 12TH. BY "TRADITORE."

It was on April 12, 1782, that the two fleets met—wind light and baffling, chopping from E. to S.S.E. The French fleet was running on the larboard tack, but in loose formation and showing gaps in their line. The English fleet came up with them from the leeward on the opposite tack and his vanguard ranged alongside of the French ships, keeping well away. But just as the *Formidable*, with Rodney aboard, came up with the French fleet to run alongside them as the English vanguard had done, the wind freshened a little and drew aft a couple of points; "Haul your wind!" cries Captain Douglas, Rodney's flag-captain, to the sailing-master in charge of the helm. At first Rodney is for countermanding the order; but realizing presently that it will allow him to break the French line and throw him into confusion, perhaps even get him between two fires, he exclaims (our authority is the historian Ekins): "Then do it as you please!" *Then do it as you please—*

and yet in this trick of wind and those three words of Captain Douglas, words at first incomprehensible to Rodney, was implicit a whole new system of sea-fighting; soon the English ships, the *Formidable*, the *Agamemnon*, *The Duke*, etc., do actually break through the French line and spread, some to the offing, others along the French ships, which they bring between two fires. The Rear-Admiral in command of the English rearguard, copying Rodney's manœuvre, comes up, still on the reverse tack, and again breaks through our line behind the last ship of our vanguard. In vain de Grasse keeps repeating his signals to close for action; his line is crippled and cut up into three fragments. It is too late, the smoke prevents the signals being seen—a plausible excuse it might seem, but a fact nevertheless, and one sufficient of itself to fix as a standing rule "that the Admiral in Chief ought, as far as possible, to foresee before the engagement the tactics to be adopted, and fire once opened, the Captains should be so imbued with the plans of attack and their Admiral's intentions that signals are no longer needful to direct their movements."

We thought a description of a sea-fight would have the charm of novelty for our translators, and the small field was rather disappointing. No doubt the technical language deterred some people, though the terms do not really present any difficulty even to the land-lubber, and the narrative has that simplicity and lucidity of which French historical writers, more perhaps than any others, possess the secret. The one puzzling word in the passage is "*cependant*." Apparently it emphasizes the difference between the slowness of the effort and the importance of the results, but it is certainly awkward, and probably would not have been here used by a first-rate writer. "Master" is probably a Frenchman's mistake for "quarter-master." The prize-winner's version is crisp and lively, and shows a perfect comprehension of what happened, but his use of pronouns is peculiar, and why does he overload such a simple phrase as "Do as you please" with an unnecessary "it"? We need hardly add that whether the manœuvre known as "breaking the line" actually originated in this half-accidental way is a matter of controversy.

(Continued on page 458.)

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LE DUC: Oui, regarde-la, cette casaque. C'est le seul habit où l'ennui ne soit pas entré avec moi. Et ce petit ornement que tu feins de ne pas voir. (*Il montre des galons*).

GASTON: Un galon de laine.

LE DUC: Que j'ai ramassé dans la plaine d'Isly, mon bon.

GASTON: Et quand auras-tu l'étoile de braves?

LE DUC: Ah! mon cher, ne plaisantons plus là-dessus; c'était bon autrefois; aujourd'hui, la croix est ma seule ambition, et, pour l'avoir, je donnerais galement une pinte de mon sang.

GASTON: Ah ça! tu es donc un troupier fini?

LE DUC: Eh! ma foi, oui! J'aime mon métier. C'est le seul qui convienne à un gentilhomme ruiné, et je n'ai qu'un regret, c'est de ne pas l'avoir pris plus tôt. C'est amusant, vois-tu, cette existence active et aventureuse; il n'y a pas jusqu'à la discipline qui n'ait son charme; c'est sain, cela repose l'esprit d'avoir sa vie réglée d'avance, sans discussion possible et par conséquent sans irrésolution et sans regret. C'est de là que viennent l'insouciance et la gaieté. On sait ce qu'on doit faire, on le fait, et on est content.

GASTON: A peu de frais.

LE DUC: Et puis, mon cher, ces idées patriotiques, dont nous nous moquions au café de Paris et que nous trahissions de chauvinisme, nous gonflent diablement le cœur en face de

l'ennemi. Le premier coup de canon défonce les blagues et le drapeau n'est plus un chiffon au bout d'une perche, c'est la robe même de la patrie.

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PUBLIC SECONDARY BOARDING AND DAY SCHOOL FOR GIRLS. Recognized by the Board of Education. Healthy situation on Stow Hill, close to open country and fine scenery. Staffed by University women. Preparation for public examinations and University Entrance. Music, dancing, painting, physical training, games; good playing-field. Good accommodation for boarders. Moderate fees. Reduction for daughters of clergy. Apply—Head Mistress, Miss E. G. WILKINSON, B.A. (London).

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Excellent BOARDING SCHOOL for GIRLS. Sound Education. All Examinations. Large Staff of English, Music, Foreign, Art, and Games Mistresses. Fine Gymnasium and Playing Fields. Moderate inclusive fees.

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Speech Training and Elocution.

British Institute of Elocution and Speech Training.

An EXAMINING BODY for these Subjects exclusively.

**Examinations: March, June & November.
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ELOCUTION.—Miss Rose Patry,
3 Lower Seymour Street, W. 1, gives Lessons in Elocution, Voice Production, Reciting, Public Speaking, and Acting. Classes and Private Lessons. Special Lessons for Teachers. Teachers and Reciters Trained. Pupils coached for Exams. Schools visited. Prospectus forwarded. Subbiton visited Mondays next term.

DREGHORN CASTLE SCHOOL, COLINTON, MIDLOTHIAN.

Prepares boys of 7 to 15 for Public Schools and Dartmouth. Boys now being entered for future dates. Head Masters: H. M. RUSH, B.A. (formerly Head Master of Merchiston Castle Preparatory School), and R. W. BURTON, M.C. B.A. (formerly of Merchiston Castle Preparatory School). Prospectuses, &c., from the HEAD MASTERS, or the SECRETARY, 17 Rutland Street, Edinburgh

"WESTCOMBE" SCHOOL, Dyke Road, Brighton (Phone, Hove 2448) (situated between the sea and the Downs).—Pupils prepared for all University examinations. Lacrosse, Gymnastics, Riding, and usual extras. Also Domestic Science branch for Seniors. Cookery, Laundry, Housewifery, Dressmaking, Millinery, Upholstering, and Handicrafts. Fees moderate.—For prospectus apply to the PRINCIPALS

"EVERSFIELD," SUTTON, SURREY.

**A Boarding School for the
Daughters of Gentlemen.**

Head Mistress: Miss F. C. M. BARKER, B.A.

(late Senior English Mistress, Newcastle High School), from whom Prospectus can be obtained. The Senior and Junior Boarding Houses stand in their own grounds, having Tennis Courts, Net Ball pitch, Kitchen Gardens, and Greenhouses.

The aim of the School is to give a thorough education to girls up to 19 years of age. No examinations are taken in the Lower School. Girls over 17 years of age may take a special course in Domestic Science. A School Scholarship is awarded annually on the result of the Midsummer Examinations. Pupils under 12 are not required to pass an Entrance Examination. Special attention is given to physical development. This department is under the care of a fully trained resident Mistress.

The School being within easy reach of London, the pupils are able to have many educational advantages.

**MISS DYMPHNA SMITH'S
EDUCATIONAL DEPARTMENT**, 231 Ebury Street, S.W. 1.—Principals needing good ASSISTANT MISTRESSES, now or in the future, should apply THE REGISTRAR, as above. Private Governesses also supplied. (Miss Dymphna Smith interviews applicants personally, 11 to 1, or by appointment.) Stamped envelopes.

University Colleges.

Continued from pages 408 and 459.

CITY OF BRADFORD TECHNICAL COLLEGE.

FULL TIME (DAY) COURSES extending over three or four years and leading to the Diploma of the College, are arranged in the following Departments:—

TEXTILE INDUSTRIES.
CHEMISTRY.
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These courses are designed to meet the needs of students wishing to present themselves for the Degree Examinations of London University.

Special facilities are available for students wishing to undertake advanced study and research.

Further particulars and prospectuses may be obtained on application to the PRINCIPAL, Technical College, Bradford.

June, 1922.

THE STUDY OF WORLD HISTORY, By Mr. OSCAR BROWNING, appeared in November and December, 1920. The two, post free, for 3/-

SUMMER SCHOOLS and Vacation Courses.

See also pages 407, 462, and 469.

STREATHAM HILL HIGH SCHOOL

(Girls' Public Day School Trust),
WAVERTREE ROAD, STREATHAM HILL, S.W. 2.

MUSIC TEACHERS' TRAINING DEPARTMENT.

A Short Holiday Course

illustrating various aspects of modern music-teaching in schools will be held at the above School, from

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SUBJECTS AND LECTURERS.

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MR. STEWART MACPHERSON.
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3. Pianoforte Teaching.
MR. AMBROSE COVIELLO.
4. The School Choral Class.
DR. WALTER CARROLL.

Full particulars may be obtained from Miss KENNETT-HAYES at Streatham Hill High School, after July 26th, at 5 Oriol Street, Oxford.

Summer Vacation Courses

IN

Voice Culture for Children, by Mr. James Bates.

Voice Culture for Adults, by Mr. Filmer Rook.

Class Singing (with Practice Class), by Mr. Granville Humphreys and Mr. D. C. Walker.

Sight Reading (both notations), by Mr. Leonard C. Venables.

Harmony, Ear-Training, and Musical Form and Expression, by Mr. R. D. Metcalfe, Mus.B., A.R.A.M.

Daily Lessons from July 18 to August 10, 1922, at Earlham Hall, Forest Gate, E. 7. For prospectus apply to the Secretary of the TONIC SOL-FA COLLEGE, 26 Bloomsbury Square, London, W.C. 1.

PASSPORT NOTICE.

Students attending SUMMER SCHOOLS on the Continent must be provided with a valid Passport, issued or endorsed within two years of date for the country concerned, and bearing the visa of a Consular representative in the United Kingdom of the countries to or through which they are proceeding. *The endorsement and visas should cover the whole route, or serious difficulties may arise.* NOTE.—Visas are no longer required on the passports of British subjects visiting Switzerland. British subjects can secure the fullest information at the **Passport Office: 1 Queen Anne's Gate Buildings, Dartmouth Street, London, S.W. 1.**

University of Grenoble

(FRANCE).

SUMMER VACATION COURSES: July 1st to October 31st.

REGISTRATION MAY TAKE PLACE AT ANY TIME.

Special Lectures on French Language and Literature for Foreign Students.

COMPLETE COURSE OF PHONETICS, SEMANTICS, GALLICISMS.

Practice in Reading and Speaking (small colloquial classes), Conversation, Translation, Composition. Special Preparatory Instruction for Beginners (two hours every day).

FEES (exclusive of practical exercises):

Normal Courses: One month 120 fr.; six weeks, 160 fr.

Preparatory Instruction: One month, 200 fr.; six weeks, 275 fr.

Family Boarding Houses from 50 to 150 fr. a week.

Every Summer Sport. Excursions on foot and in auto in the finest province of France. Football, Hockey, Tennis.

From July to October half fare on all French railways for students under 28.

More detailed information sent free on receipt of demand addressed to:

Comité de Patronage des Etudiants Etrangers de l'Université de Grenoble, France.

HOLIDAY COURSE in PARIS

INTERNATIONAL GUILD,

6 rue de la Sorbonne, 5e.

Sous la Direction et le Patronage de Professeurs agrégés de l'Université.

JULY-AUGUST 1922.

LECTURES in French Literature, History, Geography, Art, Phonetics.
PRACTICAL CLASSES in Translation, Conversation, Explication de Textes, Pronunciation.

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ADVANCED COURSE adapted for teachers and University Students.
ELEMENTARY COURSE for less advanced students.
EXAMINATION held at the end of August.

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Apply for detailed syllabus to the SECRETARIAT.

THE [TENTH] Froebel Society Summer School

WILL BE HELD AT

WESTFIELD COLLEGE (University of London),

HAMPSTEAD, N.W. 3,

From AUGUST 2 to AUGUST 23, 1922.

COURSES OF LECTURES WILL BE GIVEN ON

Education Developments, Handwork, Art and its Relation to Handwork, Design and Colour, Teaching of Arithmetic, Eurhythmics, Music in Relation to Play, Country Dances, &c.

PRINCIPAL: MISS L. JAMES

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Further details can be obtained from the SECRETARY, The Froebel Society, 4 Bloomsbury Square, W.C. 1.

GLASTONBURY. CHALICE WELL HOSTEL.

Warden: Miss A. M. BUCKTON.

Summer School, 1922. Conducted by Miss Maude Scott (London), School Teacher, Actress, and Producer.

Subjects: .

Elocution.

Public Speaking.

The Oral Interpretation of Poetry.

Dramatic Art.

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Chalice Well Hostel offers exceptional facilities and advantages for those who would combine the study of Dramatic Art with the pleasures of a restful holiday in beautiful surroundings, famous for Traditions and Arthurian Legends.

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For full programme and prospectus apply to The Manager.

SUMMER SCHOOLS and Vacation Courses.

See also pages 407, 461, and 469.

Université de Lausanne.

HOLIDAY COURSES FOR THE STUDY OF FRENCH.

July 24th to August 25th.

LECTURES on French Literature, History, Language, and Phonetics Practical Classes. Special Phonetic Classes

Students may join at any time.

For Prospectus and full particulars, apply to the

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THE UPLANDS SUMMER MEETING

will be held at

THE HILL FARM, STOCKBURY, KENT,
from

AUGUST 1st—AUGUST 16th.

The main subject for study will be Drama and its Bearing upon Education. Lecture by Mr. St. John Ervine, Prof. Findlay, and others.

Play production under the direction of Miss Janet Duff and Miss Walton.

Seminary for the study of the new psychology.

All inquiries to the SECRETARY, The Hill Farm, Stockbury, Kent.

UNIVERSITY COLLEGE OF WALES, ABERYSTWYTH.

SUMMER SCHOOL IN BIOLOGY, July 31 to August 12, 1922.

The Course will consist of Lectures, Laboratory, and Field Work on Animal and Plant Biology suitable for teachers of Natural Science in Secondary Schools.

Further particulars as to fees, residence, lecturers, &c., may be obtained from Mr. R. D. LAURIE, Department of Zoology, U.C.W., Aberystwyth, or from the General Secretary.

SUMMER SCHOOL

(FOR CHILDREN, WOMEN, AND MEN).

THE MODERN SCHOOL of Dance (Margaret Morris Method) is holding the Second Summer School at Enderley House, Amberley Common, Nr. Stroud, Glos., from July 31—Sept. 9. The Course includes Dancing, Musical Appreciation, Colour and Design. Also Classes in National and Ballroom Dancing, Property making, and Dalcroze Eurhythmics. Lectures and performances.—For full particulars and terms apply Miss WHINCOP, 65 Oakley Street, Chelsea, S.W. 3.

OXFORD UNIVERSITY.

VACATION COURSE IN EDUCATION.

(Preliminary Notice)

A VACATION COURSE in EDUCATION will be held in August, 1922. It is open to both men and women, and is not confined to members of the University.

Graduate teachers of seven years' standing may obtain the University Diploma without further residence.

Apply to THE DIRECTOR OF TRAINING, 15 Norham Gardens, Oxford.

THE Greenleaf Theatre Summer School of Drama at Stroud, Gloucestershire, from July 29 to September 30, 1922, for the Training of Author, Director, and Actor.

The course is under the direction of Constance Smedley and Maxwell Armfield, who have been teaching their methods of Rhythmic Drama in America for five years. Further particulars may be obtained from ARTHUR BLANCH, The Lyric Theatre, Hammersmith, W. 6., by sending a stamped addressed envelope.

The English Folk Dance Society

- - A FESTIVAL OF - - FOLK SONG AND DANCE

(Under the direction of CECIL J. SHARP)
will be held at the

King's Theatre, Hammersmith,
July 3rd-8th,

Every Evening at 8. Matinees, Thursday, July 6th, and Saturday, July 8th, at 2.30.

Tickets may be obtained from the Theatre.
Reserved Seats, 5s. 9d. to 3s. Unreserved Seats,
1s. 6d. (Early Door, 2s.) to 9d.

MUSIC HOLIDAY COURSE

(Girls' Public Day School Trust).

OXFORD, 1922.

KENSINGTON HIGH SCHOOL MUSIC TRAINING DEPARTMENT.

From Tuesday, August 29th, to
Monday, September 11th (Inclusive).

MISS HOME will give, during the Summer Holidays, a Short Course of Instruction in Ear Training, Extemporizing, Transposition, &c.

The Course will be held at

The High School for Girls,
21 Banbury Road,
Oxford.

Hours: 10 a.m. to 12 a.m.

Fee 23 3s.

Applications for entry should be made as soon as possible to

Miss Home,
Kensington High School,
St. Alban's Road,
Kensington, London, W. 8.

Arrangements can be made for a certain number of Students, for accommodation and board, provided early notice is given.

THE COLLEGE OF AMBULANCE.

56 Queen Anne Street, Cavendish Square, London, W. 1.

President: H.R.H. PRINCESS CHRISTIAN.

Principal: Sir JAMES CANTLIE, K.B.E., M.B., F.R.C.S., LL.D.

Managing Secretary: E. E. HARRISON, Esq.

Intensive Vacation Course designed for Teachers—First Aid and Home Nursing.

The Course commences on July 31, 1922, and consists of ten lectures on the following subjects:—

FIRST AID—10.30 to 12.30 p.m. daily.

HOME NURSING—2.30 to 4.30 p.m. daily.

Nominal Fee for each subject, 15/-; or Whole Course, 25/-.

Other Courses at corresponding hours are being arranged to commence Monday, August 14th.

LECTURERS: Sir JAMES CANTLIE,
SALISBURY SHARPE, M.D., M.R.C.P.,
A. BERESFORD KINGSFORD, M.D.,
M.R.C.S., D.P.H.

Visits to be paid to the College of Surgeons and other Museums and to Hospitals when available.

Applications to be sent to the College of Ambulance, marked "Vacation."

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"The Journal of Education & School World,"
1921 (January to December), 4s. 0d. each;
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PHYSICAL TRAINING, REMEDIAL GYMNASTICS, &c.

ANSTEY

PHYSICAL TRAINING COLLEGE, ERDINGTON, BIRMINGHAM (SWEDISH SYSTEM),

offers complete Teacher's Training in Swedish Educational Gymnastics, Medical Gymnastics and Massage, Dancing, Hockey, Lacrosse, Cricket, Tennis, Net Ball, Swimming, Anatomy, Hygiene, Physiology, &c.

THREE YEARS' COURSE.

Good Appointments after Training.
For Prospectus apply—The Secretary.

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PHYSICAL TRAINING COLLEGE, 30 APSLEY ROAD, CLIFTON, BRISTOL.

TRAINING in Swedish Gymnastics, Tennis, Hockey, Cricket under a County player. Swimming, Massage and Remedial Gymnastics under a certificated Masseuse. Anatomy, Physiology, Hygiene. Dancing, Ballroom and Ballet, Dalcroze Eurhythmics.

Students prepared for the advanced certificate of the English Folk Dance Society.

Residential fees on application to—
The Principal, Miss JENNINGS.

BEDFORD PHYSICAL TRAINING COLLEGE.

LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD.

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over three years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology, and Hygiene, Dancing, Lacrosse, Lawn Tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer. Fees: £165 per annum.

For Prospectus apply—SECRETARY, 37 Lansdowne Road, Bedford.

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COLLEGE OF PHYSICAL EDUCATION FOR WOMEN. (SWEDISH SYSTEM.)

Three Years' Diploma Course of University Standard. The training afforded to students at this College enables them to secure appointments of the Highest Standard. Students are admitted in September only, and at present applications should be made twelve months in advance.

Apply for Prospectus to Miss DORETTE WILKIE (Room 85), S.W. Polytechnic Institute, Chelsea, London, S.W. 3.
Tel.: Kensington 899.

LIVERPOOL PHYSICAL TRAINING COLLEGE. (SWEDISH SYSTEM.)

JUNIOR COLLEGE

(House in 17 acres at Aigburth)

for the first part of the course, where games and educational gymnastics, sports, &c., are the chief subjects.

SENIOR COLLEGE

(Town House, Bedford Street)

for the second part of the training. Here the student teaches in schools, clubs, play centres, and the public gymnasium, and takes the remedial side of the work, massage, and hospital practice. Also extra subjects—fencing and riding.

Students accepted from 18 years of age having passed an entrance examination equal to that of Senior Oxford, for a 2½ or a 3 years' course.

IRENÉ M. MARSH,
Principal.

GARDNER'S PHYSICAL TRAINING COLLEGE,

WALLINGTON, SURREY.

Complete TRAINING in EDUCATIONAL and MEDICAL GYMNASTICS, Massage, Dancing, Games, Swimming, &c. Preparation for public examinations. Prospectus from Miss M. GARDNER, G.D. (Stockholm), Physical Training College, Wallington.

DENMARK HILL PHYSICAL TRAINING COLLEGE

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Swedish System. Preparation for Public Exams. Teacher's Diploma of the Ling Association, Chartered Society of Massage, &c. Royal Sanitary Institute, &c. GYMNASTICS. MASSAGE. DANCING. SPORTS.

THE INCORPORATED BRITISH ASSOCIATION FOR PHYSICAL TRAINING.

President: The Rt. Hon. the Earl of Lonsdale.

Offices: 25 CHALCROFT ROAD, LEE, LONDON, S.E. 13.

(The Incorporated British College of Physical Education, the Incorporated Gymnastic Teachers' Institute, and the National Society of Physical Education.)

The Association is an Examining Body for Teachers of Physical Training.

SPECIAL Examinations for the Elementary School Teachers' Certificate for Physical Training are held.

Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Secretary, Mr. T. WILLIAMS.

Educational Authorities and Principals of Colleges and Schools requiring fully qualified Teachers of Physical Training should apply to the Secretary.

THE LING ASSOCIATION.

(And Affiliated Gymnastic Societies.)

FOUNDED 1899.

Offices: 10 Mecklenburgh Square, London, W.C. 1.

EXAMINATIONS held for Teachers' Diploma in Swedish Educational and Medical Gymnastics.

The Association keeps a list of certificated Gymnastic and Games Mistresses, and Medical Gymnasts—and publishes "Good and Bad School Postures," 5s.; Net Ball Rules, 4d.; Game of Net Ball and How to Play it, 1s.; Rounders Rules, 4d.; Scandinavian Dances, 3½d.; Music to Dances, 9d. All post free. For these, and Terms of Membership, Conditions of Examinations, Entrance Forms, Syllabus, &c., applications should be made to the Hon. Secretary, Miss MARY HANKINSON.

Wanted at once.

"JOURNAL OF EXPERIMENTAL PEDAGOGY."

Vol. V, Nos. 3 and 4; Vol. VI, No. 1.

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39 Paternoster Row, E.C. 4

PHYSICAL TRAINING COLLEGE.

QUEEN ALEXANDRA HOUSE GYMNASIUM,
KENSINGTON GORE, S.W. 7.

Principals: The Misses BEAR.

EDUCATED GIRLS TRAINED AS TEACHERS of Educational and Remedial Gymnastics, Games, Dancing, Swimming, Fencing. Preparation for Public Examinations, The Chartered Society of Massage and Medical Gymnastics, &c.

THE BERGMAN ÖSTERBERG
PHYSICAL TRAINING COLLEGE, Kingsfield, Dartford Heath, Kent. See page 407.

SCHOOL
WORLD

WANTED. — Part
for MARCH, 1904 (Vol. 6).
MR. JOHN DAVIS,
13 PATERNOSTER ROW, E.C. 4

For other Physical Training
Advertisement see page 407.

Posts Vacant.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W.1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

SCHOLASTIC, CLERICAL, AND MEDICAL ASSOCIATION, LTD.

THE above Association is in a position to offer to well qualified ladies and gentlemen first-rate Scholastic Appointments in all parts of the country. Candidates should write with full particulars as to age, qualifications, experience, &c., &c., to GENERAL MANAGER, 12 Stratford Place, Oxford Street, W.1. No charge for registration.

PROFESSORSHIPS.

MALTA UNIVERSITY.

Applications for the appointment of Professor of Chemistry at the University will be received at this Office up to noon on Saturday, July 22, 1922.

The duties of the Professor will be to lecture and give practical instructions in Inorganic and Organic Chemistry during two years out of three in each course, and to perform the other duties pertaining to the appointment according to the Statute.

He will begin to lecture on Inorganic Chemistry in October, 1922.

The salary attached to the appointment, which is on the pensionable establishment, is £110 to £190 per annum, rising by biennial increments of £10. The selected candidate will not be with quarters or passages, but he will be allowed private practice, and will not be required to attend at the University for more than one hour a day.

Applications should be accompanied by testimonials showing the qualification of candidates and certificates of birth and character.

Candidates may be required to submit to a qualifying and competitive examination.

Further particulars may be obtained from the undersigned.

EDG. STAINES,
Secretary.

Office of the University,
Valletta.
March 10, 1922.

HEADSHIPS.

LONDON (STEPNEY).

HEAD MASTERSHIP.

RAINE'S FOUNDATION SCHOOL, FOR BOYS (Secondary), Arbour Square, Stepney, London, E. 1.

The Governing Body invite applications for the post of HEAD MASTER of their Boys' School, to take up duties in January next. Candidates must be natural born British subjects and Graduates of a University in the United Kingdom. The School is an old Foundation (1719), but the buildings are of modern construction (1913).

It is an Aided Secondary School, recognized and inspected by the Board of Education and the University of London. There is an Advanced Course in Science and Mathematics. Present School Roll, 308.

Salary to commence at £800 a year. Forms of Application may be obtained from the undersigned by forwarding a stamped addressed foolscap envelope, and must be returned by July 22, 1922.

R. S. TAYLOR,

Clerk to the Governors.

TESTIMONIALS TYPEWRITTEN FREE.

Ten copies of any one testimonial typewritten, free of charge for new client on receipt of 6d. to cover cost of paper and postage. Size: 4to or fcap. All clear copies, not carbon. Orders executed by return of post. Price-list, with specimens of typewriting and printing, on application.

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Posts Vacant—continued.

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THE COWLEY SCHOOL, ST. HELENS.

HEAD MASTER, GERALD DOWSE, Esq., M.A.

WANTED—

(1) A Physics Master. Work will include Advanced Course Teaching.

(2) A French Master. French to Matriculation Standard, with subsidiary English.

Salaries according to Burnham Scale. Forms of Application from JOHN A. HARTLEY, Secretary for Education, Education Offices, St. Helens.

LECTURERS.

WANTED in October part-time Lecturer in Geography, also Mathematics. Apply PRINCIPAL, Froebel Educational Institute, Grove House, Rochampton Lane, S.W. 15.

WARRINGTON TRAINING COLLEGE.

Wanted in September a resident woman Lecturer in Geography. Degree essential. Salary in accordance with Burnham scale. Apply, Rev. THE PRINCIPAL.

MISTRESS-SHIPS.

CHESTERFIELD GIRLS' HIGH SCHOOL.

Wanted in September, GEOGRAPHY SPECIALIST, to teach the subject throughout the School. Experience essential. Burnham Scale. Apply to the HEAD MISTRESS.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL, FOR GIRLS, RAMSGATE.

Required, in September, SENIOR SCIENCE MISTRESS to teach Chemistry and Botany; graduate with some experience desired.

Salary in accordance with the Burnham Scale. Forms of application may be obtained from Mr. C. W. LEGGETT, Chatham House, Ramsgate, on receipt of a stamped, addressed foolscap envelope, and should be returned to the acting Head Mistress as soon as possible.

E. SALTER DAVIES,
Director of Education.

June 9, 1922.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL, FOR GIRLS, TUNBRIDGE WELLS.

Required, for September, a SENIOR MATHEMATICAL MISTRESS to undertake Advanced work. Salary in accordance with the Burnham Scale.

Application forms will be forwarded on receipt of a stamped addressed envelope by Dr. J. LISTER, Technical Institute, Tunbridge Wells.

E. SALTER DAVIES,
Director of Education.

June 12, 1922.

SCIENCE MISTRESS wanted in September for the Kendal High School. Botany, Chemistry, Physics.—Apply to the HEAD MISTRESS.

Posts Vacant—continued.

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL, FOR GIRLS, TONBRIDGE.

Wanted, in September, SENIOR ENGLISH MISTRESS; Advanced Course and Scholarship work; good degree and experience of advanced work required.

Salary in accordance with the Burnham Scale. Applications, together with a stamped and addressed foolscap envelope, should be addressed to the Head Mistress at the School.

E. SALTER DAVIES,
Director of Education.

June 12, 1922.

PORTSMOUTH EDUCATION COMMITTEE. (Higher Education.)

GIRLS' SECONDARY SCHOOL.

Head Mistress: Miss A. M. KENYON HITCHCOCK, B.A. Applications are invited for the appointment of a MISTRESS to teach English, for September next. Candidates should possess a good Honours Degree.

Salary, according to the Burnham Scale for Secondary Schools.

Further particulars and Forms of Application may be obtained from the undersigned, to whom applications, accompanied by copies only of not more than three recent testimonials, should be returned at once.

H. E. CURTIS,
Secretary.

Offices for Higher Education,
The Municipal College,
PORTSMOUTH.

WANTED in September, Science

Mistress, Graduate, to teach Geography, Botany, and Science. Nonconformist desired.—Apply, HEAD MISTRESS, The College, Goudhurst, Kent.

REQUIRED in September, in Private Day School, North London, two Assistant Mistresses—(1) Geography, Mathematics, Games; (2) Kindergarten and Art. Reply, stating salary required, A. Wynaud House, Bowes Park, N. 22.

RESIDENT English Mistress, able to specialize in Geography, required in September. Degree or equivalent desirable.—Apply, Miss PARKER GRAY, Abbotsford, Broadstairs.

ASSISTANT MISTRESS required (South Coast Home School). English, History, French, Geography desirable (not essential). Games an advantage. Salary about £100.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

SURREY.—Junior Form Mistress required (111 Form), English and History, Junior and Middle School. 100 boarders. 30 day girls. 16 resident Mistresses.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

LUDLOW HIGH SCHOOL FOR GIRLS.

SENIOR ENGLISH and LATIN MISTRESS required for September. Good qualifications in both Subjects and Secondary Training or experience required. Some help with games. Salary according to Burnham Scale.—Apply at once to the HEAD MISTRESS.

YOUR HOLIDAY ADDRESS?

As in previous years, the Publisher will be happy to send the **AUGUST** Number to holiday addresses. Early intimation should be given of the necessary change.

The **AUGUST** Number will be posted, if possible, on July 31.

LONDON:

Mr. WILLIAM RICE, Three Ludgate Broadway, E.C. 4.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W. 1,

Invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for the September, 1922, Term, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:—

Modern Languages and Foreign Mistresses.

FRENCH MISTRESS required in September for an important Finishing School in the Home Counties. The candidate appointed must have had previous experience in an English School, as she will be required to act as House Mistress. Salary offered £110 per annum, resident, rising.—No. 21,750.

FRENCH MISTRESS required for a Girls' Private School on the South Coast to teach French and Needlework. Previous experience in English Schools essential. The post will be a resident one and a good salary offered.—No. 21,752.

FRENCH MISTRESS required for an important Girls' Finishing School in Paris. Candidate appointed must have had previous school experience in England. She should also be a Protestant. The post will be a resident one and a good salary offered.—No. 21,747.

FRENCH MISTRESS required in September for an important Woodward School in the Midlands. Candidate appointed must be a member of the Church of England, and be able to teach on the Phonetic System. The post will be resident, and salary according to Burnham Scale.—No. 21,638.

FRENCH MISTRESS required for an important Girls' Private School recognized by the Board of Education, on the South Coast. Previous experience in an English School essential. The post will be resident, and a good salary offered.—No. 21,429.

FRENCH MISTRESS required in an important Girls' Finishing School in the London area. Previous experience essential. Salary offered about £150 resident.—No. 21,364.

Physical Culture Mistresses.

PHYSICAL CULTURE MISTRESS required in September for a high-class Girls' Boarding School on the W. Coast. The candidate appointed must be trained, with experience, if possible. Salary not less than £100 per annum, resident.—No. 21,768.

PHYSICAL CULTURE MISTRESS required for an important Church of England School in the Home Counties. Candidate appointed must be fully trained and experienced, if possible. The post is non-resident, and salary offered not less than £140 per annum, rising by annual increments of £10.—No. 21,717.

PHYSICAL CULTURE MISTRESS required in September at an important Girls' Private School on the South Coast, recognized by the Board of Education. The candidate must be an adult Biblical Student. Salary from £150 to £200.—No. 21,451.

PHYSICAL CULTURE MISTRESS required in September for an important Public School on the South Coast. Only Dartford or Bedford Student will be considered. The post will be resident, and salary according to Burnham Scale.—No. 20,881.

PHYSICAL CULTURE MISTRESS required for a Girls' Private School in the North of England, to teach Dancing and Games. Salary offered about £100 per annum, resident.—No. 21,715.

Classical Mistresses.

CLASSICAL MISTRESS required in September in a high-class Girls' School in the London area. Graduate essential. Salary offered from £150 per annum, resident.—No. 21,111.

SENIOR MISTRESS required in September for a first-class Girls' School in the Home Counties, to teach English and Latin up to Matriculation Standard. Salary offered £150 per annum, resident.—No. 21,603.

CLASSICAL MISTRESS required in September for an important Girls' Woodward School in the Midlands. Graduate essential. The post is a residential one, salary according to Burnham Scale.—No. 21,593.

CLASSICAL MISTRESS required in September at an important Girls' Private School recognized by the Board of Education. Graduate essential. Salary offered from £130 to £160 per annum, resident, according to qualifications and experience.—No. 21,441.

CLASSICAL MISTRESS required in September for an important Girls' Public School in the Midlands. The candidate appointed must hold high qualifications as she will have to take Advanced Course. The post is non-resident and salary according to Burnham Scale.—No. 21,413.

General Form Mistresses.

ASSISTANT MISTRESS required for a high-class Girls' Private School on the South Coast, to teach English. Graduate essential. Salary offered £150 per annum, resident.—No. 21,756.

SENIOR ENGLISH MISTRESS required in a Girls' Private School in the London area. Her subjects should include Latin and Junior Mathematics. Experience essential. Salary offered £150 per annum, resident.—No. 21,760.

ASSISTANT MISTRESS required in September for an important Girls' Day School in the London district, to teach Modern Mathematics up to Matriculation Standard, together with elementary Latin, Games, Geography would be a recommendation but is not essential. Member of the Church of England is required. Salary £200 per annum, non-resident, rising by increments of £10.—No. 21,732.

ASSISTANT MISTRESS required in September at a high-class Girls' Private School on the South Coast, to teach Geography and Latin, together with History and Literature as subsidiaries. Graduate essential. Salary offered £150.—No. 21,649.

ASSISTANT MISTRESS required in September for a high-class Girls' Private School on the East Coast, to teach English and History, together with Latin as a subsidiary. Salary offered £90 to £120 per annum, resident, according to qualifications.—No. 21,686.

ASSISTANT MISTRESS required in September at a high-class Girls' Boarding School on the S.E. Coast, to teach English Subjects, including History, Literature, and Geography. Experience essential. Salary offered from £120 per annum, resident.—No. 21,727.

Mathematical Mistresses.

ASSISTANT MISTRESS required in September at a high-class Girls' Private School in the Home Counties, to teach Geography and Botany. Salary offered £110 to £150 per annum, resident, according to qualifications.—No. 21,759.

ASSISTANT MISTRESS required in September for an important Girls' Private School on the South Coast, to teach Science and Mathematics up to Cambridge Senior Standard. Salary offered £110 to £130 per annum, resident, according to qualifications.—No. 21,745.

ASSISTANT MISTRESS required in September at an important Girls' Church School in the Home Counties, to teach Botany and Geography, together with Elementary Mathematics or Latin. The post is a non-resident one and salary offered to Graduate £170 by £10 to £350, Non-Graduate £140 by £10 to £250.—No. 21,716.

General Junior Form Mistresses.

ASSISTANT MISTRESS required in September for a Boys' Preparatory School in the S.W. of England, to teach General Subjects, including Latin. Salary offered £80 to £100 resident, according to qualifications.—No. 21,777.

ASSISTANT MISTRESS required in September for a first-class Boys' Preparatory School on the S.E. Coast, to teach Pianoforte and to take General Junior Form Work. Salary offered £80 to £90 per annum, together with board and residence.—No. 21,763.

MATHEMATICAL MISTRESS required for a Boys' Preparatory School in Scotland. Salary offered £100 per annum, resident.—No. 21,540.

KINDERGARTEN MISTRESS required for an important Girls' Private School on the South Coast. Froebel Certificate essential. Salary offered £100 per annum, resident.—No. 21,650.

JUNIOR FORM MISTRESS required in September at a high-class Girls' Private School, recognized by the Board of Education. Her subjects should include Elementary Mathematics. The post is a resident one and salary according to Burnham Scale.—No. 21,428.

Musio Mistresses.

SINGING MISTRESS required in September for a Girls' Private School in Scotland. The Mistress should also be able to offer subsidiary subjects, preferably Elocution and Pianoforte. Salary offered £90 per annum, resident.—No. 21,766.

SENIOR MUSIC MISTRESS required in September for an important Girls' Boarding School on the South Coast. Salary offered about £135 per annum, resident.—No. 21,712.

MUSIC MISTRESS required in September at a high-class Girls' Private School on the South Coast. Salary offered from £100 per annum upwards.—No. 21,728.

MUSIC MISTRESS required in a Girls' Public School in the North of England. Member of Church of England essential. Salary offered according to Burnham Scale.—No. 21,538.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications, and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. NO CHARGE FOR REGISTRATION, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of BOYS' and GIRLS' SCHOOLS on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

Messrs. GRIFFITHS, POWELL & SMITH,

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Applications from intending purchasers are solicited for the following properties :

Girls' Schools.

WALES.—Beautiful locality, first-class Boarding School. Gross receipts nearly £4,000. Net profits, £500. 25 boarders at good fees. Goodwill about £1,000.—No. 7,330.

WITHIN EASY REACH OF LONDON.—Transfer or Partnership in first-class School. Gross receipts, £7,500. 35 boarders. Goodwill and furniture about £5,000 or half share £2,000.—No. 7,334.

WARWICKSHIRE.—Two partners required in flourishing school to invest about £600 each. Quarter share of profits. Good opening for two energetic teachers.—No. 7,365.

SURREY.—Boarding and Day School. Gross receipts £1,200. 12 full boarders; 12 day ditto, and 32 day pupils.—No. 7,363.

LONDON SUBURB.—10 boarders, 35 day pupils. Gross receipts, £900. Goodwill £400, school furniture, £100.—No. 7,366.

NEAR LONDON.—Dual School. Gross receipts, £4,500. 52 boarders, 84 day pupils. Goodwill, furniture, and freehold premises, £5,500. Good mortgage can be obtained.—No. 7,367.

ESSEX.—Seaside. Partnership. 41 day pupils. Gross receipts, £369. Half share, £200.—No. 7,364.

BEDFORDSHIRE.—Flourishing Boarding and Day School. Gross receipts, £3,120. Net profits, £585. 42 boarders, 32 day pupils.—No. 7,338.

STAFFS.—Boarding and Day School. 35 pupils. Gross receipts about £1,000. Goodwill to be arranged.—No. 7,339.

ESSEX.—Seaside. Boarding and Day. Gross receipts about £2,500. Net profits about £700. 20 boarders, 25 day pupils. Goodwill about £800.—No. 7,340.

LONDON, N.W.—Boarding and Day School. Gross receipts, £2,138. Net profits, £546. 12 boarders, 50 day pupils. Goodwill £700.—No. 7,355.

SCOTLAND.—Boarding and Day School. Gross receipts, £4,645. Net profits about £800. 25 boarders, 50 day pupils. Price for goodwill £1,000.—No. 7,331.

Full particulars of above and other Schools, **free of charge**, on application.

Messrs. GRIFFITHS, POWELL & SMITH will be pleased to advise, **free of charge**, any Principal wishing to dispose of a School or take a partner in same. **The Transfer Department** is under the direct management of the Head of the Firm. All communications received in strict confidence.

FOR SALE; SCHOOL TRANSFERS; PARTNERSHIPS, &c.

WANTED TO PURCHASE.

BOYS' and GIRLS' SCHOOLS in all parts of the Country. None but *bona-fide* Purchasers introduced. Ladies and Gentlemen wishing to dispose of their Schools should write with full particulars to **GENERAL MANAGER** :—

Scholastic, Clerical, and Medical Association, Limited,

12 Stratford Place, Oxford Street, W. 1.

PUPILS FOR TRANSFER.

SCHOOL Retirement. Landlord refuses to re-let house for School. Pupils to be disposed of. Good neighbourhood for a Private School.—Miss HOLLAND, 123 Albert Avenue, Prestwich, Lancs.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, Three Ludgate Broadway, E.C. 4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

BRIGHTON, Sussex.—For Sale, Cheap, with Immediate Possession.—A fine MANSION standing in its own grounds of 7½ acres. SUITABLE FOR A SCHOOL. It contains 20 bedrooms, 2 dressing-rooms, 2 bathrooms, lounge hall, handsome drawing-room, and 4 other reception rooms; ample servants' accommodation, several cloak-rooms; a well-built lodge at entrance; stabling and motor garage; capital Cottage. The grounds are well timbered and tastefully laid out with rose trees, shrubs, tennis lawn, shades, walks, &c.; kitchen garden well stocked with fruit trees; large viney, greenhouse, peach and fig-house. The property can be viewed at any time. Full particulars and photo.—Apply to Messrs. CARTWRIGHT & BRIANT, Auctioneers, 28 New Road, Brighton, Sussex.

TO LET, furnished.—Institution of young ladies of Lausanne. English School could send pupils into its own Swiss branch for perfecting their French, changing air, and for Sports.—Write, "A. B.," Box 1,567 Willing's, 30 King Street, Covent Garden, W.C. 2.

KENT—"Downe House."—Exceptionally suitable for Scholastic purposes. A high-class School has been established for some years now removed in consequence of more extensive premises being required. The position is healthy, high, and rural; Orpington station is about 3 miles. The house contains 15 bedrooms, dressing rooms, bathrooms, 5 reception rooms, cloak room, w.c. and lavatory, excellent domestic offices and capital cellars; garage, laundry drying room, cottage, &c.; detached cottage used as a sanatorium, outbuildings, beautiful grounds and paddocks in all about 24 acres. To be let on lease or the owner might sell. Apply to BAXTER, PAYNE & LEPPER, Bromley, Beckenham, and Orpington, Kent, and 28-30 Lime Street, E.C. 3.

A FLOURISHING DAY SCHOOL to be disposed of next Easter. Beautiful house and situation. Peak district.—Address No. 11,269.*

Apparatus for Sale.

INDISPENSABLE to Busy Teachers. —"RONEO" Duplicator, complete with all accessories, second-hand, in perfect condition. £20 or offer.—Address, PATERSON, at 16 Folkestone Road, Dover.

LADY, giving up School Boarding House, wishes to sell furniture, bedding, china, &c., for about 25 girls. Excellent condition. Reasonable price.—Address, No. 11,268.*

The following sections will be found on the pages indicated :—

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Messrs. GRIFFITHS, POWELL & SMITH,

Telegraphic Address :
"SCHOLASQUE, RAND, LONDON."*The Oldest Established Firm of Educational and
School Transfer Agents,*Telephone :
GERRARD 7021.

(Licensed by L.C.C.)

(Established over 80 years),

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.**TO ASSISTANT MISTRESSES.****September (1922) Vacancies.**

Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and Music, Kindergarten, and other Teachers seeking appointments in Secondary and high-class Private Schools (Boys' and Girls') for the term commencing in **September** are invited to apply at once to Messrs. GRIFFITHS, POWELL & SMITH, as above, who will send immediate notice of all the most suitable Posts.

Candidates should state full details as to their qualifications, and enclose copies of testimonials.

GENERAL.

TWO ASSISTANT MISTRESSES wanted. Graduates. Latin, Mathematics, English, etc. Salaries according to qualifications and experience. Good salaries given to suitable applicants. First-class School near London.—No. 1,727.

FIFTH FORM MISTRESS wanted. Graduate for Mathematics and other subjects. Salary £120, resident. (Somerset).—No. 1,725.

NON-RESIDENT ASSISTANT MISTRESS for Form III. English subjects (Geography excepted) and Games (Hockey and Net Ball). Salary £170. (London).—No. 1,723.

ASSISTANT MISTRESS for Adv. Mathematics, Chemistry, and good French, up to Matriculation standard. Also Latin, or a Mistress for Chemistry, Latin, and French. Salary £150, resident.—No. 1,722.

ASSISTANT MISTRESS wanted for Geography and Botany. Salary according to qualifications from £110-£150 resident. (London).—No. 1,721.

SENIOR ENGLISH MISTRESS with degree, English, Latin, and Junior Mathematics. Salary £150, resident. Boarding School experience essential. (London).—No. 1,719.

ASSISTANT MISTRESS. Graduate if possible for Mathematics and Latin. Salary according to qualifications.—No. 1,675.

ASSISTANT MISTRESS wanted for large Public School in Wales, to teach Welsh, Junior Latin, General English and Drill desirable. Salary according to Burnham Scale, £75 deducted for board and residence.—No. 1,673.

ASSISTANT MISTRESS wanted for Latin to Matriculation standard and some English. Salary up to £150 resident. (Kent).—No. 1,670.

TWO ENGLISH MISTRESSES wanted for high-class Boarding School in Sussex. Salary (1) £100-£150. (2) £90-£100, both resident.—No. 1,666.

ASSISTANT MISTRESS wanted for History, Geography, English, and Mathematics. Salary £100, resident. (Hants).—No. 1,652.

ASSISTANT MISTRESS to take Modern Geography throughout the school. English and some Mathematics. Salary £100, resident. (Sussex).—No. 1,644.

ASSISTANT MISTRESS wanted (Graduate), English, Geometry, and Latin. Four hours work per day only. Salary £100, resident. R.C. essential. (Glos).—No. 1,642.

FOURTH FORM MISTRESS to teach English subjects to Junior Camb. standard. Salary according to qualifications. (Worcestershire).—No. 1,702.

ASSISTANT MISTRESS wanted for History, French, and Mathematics to Matriculation standard, Graduate, if possible. Salary £120, resident. (Hants).—No. 1,692.

ASSISTANT MISTRESS wanted for Mathematics, Botany, Latin, and some English or Modern Geography and English subjects. Salary £120, resident. (Midlands).—No. 1,686.

NON-RESIDENT MISTRESS wanted for good History, English, and Geography. Graduate essential. Musical ability a recommendation. Salary according to Burnham Scale. County Secondary School.—No. 1,684.

ASSISTANT MISTRESS, Graduate, for very good Geography and good History. Salary according to Burnham Scale. County Secondary School (Wales).—No. 1,682.

ASSISTANT MISTRESS wanted for Convent School in Wales. English and Botany. Graduate desired. Salary £120, resident. The School is recognised by Board of Education.—No. 1,679.

TRAINED AND EXPERIENCED MISTRESS for large Middle Form. Also to teach English in Upper Forms. Salary will probably be on Burnham Scale. R.C. essential. (Essex).—No. 1,718.

ASSISTANT MISTRESS wanted for French and English to Senior Cambridge standard. History or Geography an advantage. Salary £120, resident. (Kent).—No. 1,712.

ASSISTANT MISTRESS wanted for Modern Geography, Mathematics, and English History, Junior Latin. Salary £120, resident. (Surrey).—No. 1,711.

ASSISTANT MISTRESS, Graduate, for Mathematics and Latin. A lady by birth and education essential. Salary £120, resident. (Sussex).—No. 1,708.

ASSISTANT MISTRESS wanted for high-class Boarding School, South Coast. Graduate if possible, English, History, Lit., and Geography. Salary according to qualifications.—No. 1,707.

RESIDENT MISTRESS to teach English in Upper Middle Forms, subsidiary Elementary French. Graduate with some teaching experience desired. Salary according to qualifications. (Kent).—No. 1,703.

MATHEMATICS and SCIENCE

GRADUATE required for Mathematics and Science (Botany). Large Secondary Day School, south-east of London. Salary according to Burnham Scale. (London area.) R.C. essential.—No. 1,613.

ASSISTANT MISTRESS wanted for Mathematics to Matriculation standard. Modern and up-to-date methods essential. Salary about £120-£150, resident. (Sussex).—No. 1,593.

SCIENCE MISTRESS wanted for new School to be opened in September. B.Sc. desired. Chemistry and Botany. Salary according to qualifications. (Sussex).—No. 1,590.

GRADUATE required for Mathematics, to take full charge of this subject in Upper School. Salary according to qualifications. R.C. essential. (Essex).—No. 1,716.

ASSISTANT MISTRESS wanted for Mathematics and Science. B.Sc. if possible. Salary £250, non-resident. Recognized Secondary Day School. R.C. essential.

SCIENCE MISTRESS wanted for Botany, Geography, and Elementary Science. Salary £110, resident. (Kent).—No. 1,713.

ASSISTANT MISTRESS wanted for Mathematics and Botany. Salary £120, resident. High-class School in Wales.—No. 1,693.

ASSISTANT MISTRESS wanted for Mathematics and Botany. Salary according to qualifications. (Hants).—No. 1,678.

GRADUATE (B.Sc.), who has specialized in Mathematics and Elementary Science. Salary £150, resident. £225, non-resident. Recognized Secondary School. R.C. essential.—No. 1,663.

SCIENCE MISTRESS required for Recognized Secondary Day School in the Midlands. B.Sc. looked for. Physics and Chemistry. Salary according to Burnham Scale.—No. 1,551.

SCIENCE MISTRESS for Public High School in West of England. Mathematics and Science (Botany and Chemistry) to Lond. Matric. Church of England. Salary £220.—No. 1,637.

MATHEMATICAL MISTRESS, Graduate, and a Churchwoman, required for a large School in the Midlands. Salary according to Burnham Scale, £90 being deducted.

MUSIC.

MUSIC MISTRESS. I.R.A.M. fully qualified to teach Piano up to advanced Standard and Singing, Aural Culture and Musical Appreciation. Modern methods. Salary to be arranged. R.C. essential. (Essex).—No. 1,717.

MUSIC MISTRESS. I.R.A.M. with good Boarding School experience. Salary £120, resident. High-class School. (Kent).—No. 1,706.

SENIOR MUSIC MISTRESS for high-class recognized School in Cheshire. I.R.A.M. desired. Piano (Curwen and Matthay). Salary £100, resident.—No. 1,701.

SENIOR MUSIC MISTRESS for first-class School on South Coast. Piano, Theory and Harmony. Must be a good performer and experienced in large Boarding School work. Good salary given, about £135 or more, resident.—No. 1,700.

MUSIC MISTRESS wanted for advanced Piano. Salary £100, resident, or more if with very good qualifications. (Kent).—No. 1,661.

MUSIC MISTRESS (I.R.A.M.), for Public High School. Piano principal subject. Violin and Class Singing subsidiary. Salary from £190.—No. 1,638.

MUSIC MISTRESS (I.R.A.M.), for School in Scotland. Piano, Class Singing, Ear Training. Salary £250-£270, non-resident.

PHYSICAL CULTURE.

PHYSICAL CULTURE MISTRESS wanted who has been trained at a good Recognized Physical Training College. Salary according to qualifications. (Sussex).—No. 1,709.

PHYSICAL MISTRESS for first-class School on South Coast. Good Gymnastics and Games. Salary £90, resident.—No. 1,705.

PHYSICAL MISTRESS for Gymnastics, Games, and Dancing, Drill. Salary £100, resident. (Kent).—No. 1,698.

PHYSICAL MISTRESS with good Dancing, and to help Juniors with English. Salary £100, resident. (Lancs).—No. 1,697.

PHYSICAL CULTURE MISTRESS for Gymnastics, Drill, and Dancing. Salary according to qualifications. (Lancs).—No. 1,694.

PHYSICAL MISTRESS for Gymnastics and Games, Dancing, Swimming. Salary £80 upwards, resident. (Kent).—No. 1,691.

CANADA, PHYSICAL MISTRESS wanted for Gymnastics, Dancing, and Games. Salary about £112 (500 dollars). One trained at Bedford, Dartford, or Chelsea preferred.—No. 1,660.

Mistresses seeking posts for **SEPTEMBER** next should apply **AT ONCE** to Messrs. Griffiths, Powell & Smith in order that they may be regularly informed of suitable vacancies as they come to hand. No preliminary fee is charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.

Telegraphic Address : "Scholasque Rand, London."

Telephone : Gerrard 7021.

APPLICANTS for teaching appointments in Elementary Schools under the

COUNTY BOROUGH OF SOUTHAMPTON EDUCATION COMMITTEE
are earnestly requested to apply for information to the General Secretary, National Union of Teachers, Hamilton House, Mabledon Place, Euston Road, London, W.C.1.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 464.

MUSIC MISTRESS for high-class Boarding School near London. Piano, Class Singing, Theory, Musical Dictation, &c. £130, resident.—Address No. 11,264. *

GAMES MISTRESS. High-class boarding country School, near London. Good dancing. £130 resident.—Address No. 11,265. *

KENT EDUCATION COMMITTEE.

COUNTY SCHOOL FOR GIRLS, ASHFORD.

REQUIRED, in September,—
(1) a Senior English Mistress; graduate with good experience.

(2) Mistress to teach Singing through the School with Junior Form work, including Handwork and Drawing. Ability and willingness to help with games a recommendation in both cases.

Salary in accordance with the Burnham Scale. Applications, together with a stamped and addressed foolscap envelope, should be addressed to the HEAD MISTRESS at the School.

E. SALTER DAVIES,

June 20, 1922. Director of Education.

LONDON ORPHAN SCHOOL,
WATFORD.—Required in September Mistress to teach Botany and Geography for Senior Cambridge Local and London Matriculation Examinations; Physics and Nature Study in Middle and Junior Schools. Experience essential.—Apply to HEAD MISTRESS.

SOUTH-EAST COAST.—Resident
Mistress required to take Arithmetic and Geography throughout school. Junior English. Sports desirable. Salary about £80. Good-class Private School, 40 pupils, four resident Mistresses and Matron.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

SUSSEX.—First-class Girls' Boarding School. Required (1) Thoroughly experienced Graduate as Head of Staff. Subjects arranged. Liberal salary. (2) Third Music Mistress, good performer, Piano, Violin, Singing, Elocution a recommendation. — HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

V FORM MISTRESS required.—
Mathematics to Senior Cambridge and general form subjects. £100. 10 resident Mistresses on staff. About 70 boarders, 30 day girls.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

SOUTHEND-ON-SEA EDUCATION COMMITTEE.

HIGH SCHOOL FOR GIRLS.

REQUIRED to commence in September next, Second Music Mistress (full time) to take Piano, Violin, some Singing, and Aural Culture. L.R.A.M. preferred, experience and good training essential. Salary in accordance with the Burnham scale for districts other than London. Forms of application may be obtained from the undersigned on receipt of stamped addressed envelope and should be returned to the Head Mistress at the School immediately.

H. FARRANDS, M.A., Director of Education,
11 Nelson Street,
Southend-on-Sea,
June 24, 1922.

PHYSICAL.

PHYSICAL CULTURE MISTRESS required. Gym., Drill, Dancing, Elocution desirable (not essential). Good salary. First-class Girls' Boarding School, run on Public School lines. About 50 pupils. Very healthy country. Farm attached.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

GENERAL.

COUNTY SCHOOL, Pwllheli.—
Master or Mistress, with Honours Degree in English, wanted for September. Applicants to state subsidiary subject and to enclose stamped, addressed envelope for return of testimonials.—Apply not later than July 10th, to the HEAD MASTER.

LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE.
(UNIVERSITY OF LONDON.)

Wanted in September, an ASSISTANT in the Department of Geography. Candidates must be under 30 years of age. Honours Degree in Geography or Geology essential. Commencing salary, £250.—Apply before July 10th to SECRETARY, School of Economics, Houghton Street, Aldwych, W.C.2, giving two references.

Posts Wanted.

GAMES, DANCING, SWEDISH GYMNASTICS.—For trained and certified teachers having had experience, apply to THE SECRETARY, Association of Past Students, Physical Training College, Liverpool.

HOUSE MISTRESS desires post in
Recognized School for Autumn Term. Good disciplinarian, and experienced. Used to numbers, uniform, and all house duties. Church of England.—Address No. 11,246. *

TUTOR, TEACHER, SECRETARY.—Post wanted by Swiss University Student (July–October). French, German, Latin, Mathematics, Sport, Games.—Apply, JEAN MARTIN, Stud-phil, Morges, près Lausanne, Suisse.

EXPERIENCED Music Mistress
(L.R.A.M. Registered Teacher) requires non-resident post for September. Advanced Violin, Violoncello, junior piano.—Address, No. 11,258. *

FRENCH PROFESSOR, 23, Brevet Supérieur, University classes, fluent English, Spanish diploma, desires post in School or Family, England, after long holidays. Teaching experience; excellent references.—CLUCHET, 75 Lachassaigne St., Bordeaux.

MISTRESS, with good resident and non-resident experience in responsible positions, skilled Teacher (registered C.H.C.), seeks post for September. Specialized French (Paris, Sorbonne). History, Lit., Eng., Arith.—Address, No. 11,259. *

BRIGHT Young Mistress requires
re-engagement, Boys' or Girls'. Four years' experience French and general subjects. Football, Cricket, Hockey, Tennis. For September.—Address, No. 11,262. *

HOUSE MISTRESS, or similar position, experienced, capable, very successful, excellent organizer, seeks engagement in good School, Boys' or Girls'. Excellent testimonials.—Address No. 11,263. *

GOVERNESS (Matric.) seeks post
September. Good French. German three years abroad. Direct method. Modern Geography. Daily preferred. Highly recommended. Capable teacher.—Address No. 11,261. *

FRENCH Lady, 34, Brevet Supérieur, desires situation in a School for September. Two years in Great Britain; ten years' teaching in France.—Write, Mlle. ESCANDE, 11 rue Gustave Jouquet, Lille (Nord), France.

Posts Wanted.—continued.

EXPERIENCED Qualified Mistress
Could accept immediate work. Term, Exam., &c.—Address, No. 11,260. *

FRENCH Lady, Brevet Supérieur
requires post as French teacher in good School (September).—Mlle D., c/o Mrs. BLAKE, The Shelter, Esher Avenue, Walton-on-Thames.

"AU PAIR" Lady French Teacher,
28, seeks engagement, August–September. London or suburbs, with children or grown-ups. Knows dressmaking.—Address No. 11,266. *

TRAINED London Graduate, 23,
Mathematics, Latin, English, French, desires post, September, Girls' School. One year's experience.—K. LORD, Acton Reynald, Shrewsbury.

FRENCH Teacher, certificated (21),
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INTRODUCTORY ARTICLE.

[January, 1922]

Professor JOHN ADAMS, LL.D., M.A., B.Sc.,
Professor of Education at the
University of London, &c.

CLASSICS.

[February, 1922]

S. E. WINBOLT, M.A., Oxon.,
Christ's Hospital.

HISTORY.

[March, 1922]

Professor F. J. C. HEARNshaw, M.A.,
LL.M., LL.D.,
Professor of History at the
University of London, &c.

MODERN LANGUAGES.

[April, 1922]

Professor WALTER RIPMAN, M.A.,
Chief Inspector to the Uni-
versity of London, &c.

GEOGRAPHY.

[May, 1922]

T. ALFORD SMITH, B.A., F.R.G.S.,
St. Dunstan's College, Catford

ENGLISH.

[June, 1922]

C. E. S. COXHEAD, M.A.,
Head Master, Hinckley Gram-
mar School.

MATHEMATICS.

[July, 1922]

Professor T. PERCY NUNN, M.A., D.Sc.,
Vice-Principal, London Day
Training College (University
of London).

ART.

[August, 1922]

R. D. LAXON, Christ's College, Finchley.

SCIENCE.

[September, 1922]

C. L. BRYANT, Harrow School.

MUSIC.

[October, 1922]

Miss ETHEL HOME,
Head Mistress of Kensington
High School.

NATURE STUDY.

[November, 1922]

O. H. LATTER, M.A.,
Charterhouse, Godalming.

RELIGIOUS KNOWLEDGE.

[December, 1922]

CANON BOX,
Professor of Hebrew at the
University of London.

OTHER ARTICLES ARE IN PREPARATION.

Professor JOHN ADAMS wrote the Introductory Article to the famous **IDOLA PULPITORUM SERIES** (Nov. 1906—July 1903) and to the equally noteworthy **IDOLA LINGUARUM SERIES** (Feb. 1914—Jan. 1915), complete sets of which are now unobtainable.

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SEPTEMBER VACANCIES for UNIVERSITY WOMEN.

English, History, and General Form Mistresses.

ENGLISH MISTRESS required for Proprietary School in Kent. Some elementary French. Experience essential. Resident, £150. A 96,754.

HISTORY SPECIALIST required, Church of England Public School in West Midlands. Oxford woman looked for. Experience essential. Churchwoman essential. Non-resident, about £230. A 96,483

HISTORY SPECIALIST required for high-class Private School in Montreal. Oxford woman preferred. Non-resident, 1,300 dollars to 1,500 dollars. Allowance for passage. A 96,877

SENIOR MISTRESS AND HEAD OF STAFF required for high-class Private School, Middlesex. Subjects to be arranged. Experience and Church of England essential. Resident, £150. A 96,263

SENIOR ENGLISH MISTRESS required for Home School in Kent to teach English and Classics. Resident, £150. A 96,795

HISTORY MISTRESS required for Private Day and Boarding Recognized School in Western County, with elementary English and Geography to Junior Cambridge Standard. Experience or training essential. Resident, £110 to £130. A 95,534

HISTORY MISTRESS required for large high-class Private Recognized School on the South Coast, to teach History and Literature. Good degree and experience essential. Churchwoman preferred. Burnham Scale, resident or non-resident. A 94,802

MISTRESS required for high-class Private Recognized School near London to teach History with Latin to Matriculation standard. Churchwoman essential. Resident, £100 to £120. A 95,427

MISTRESS required for Church of England Boarding School in Surrey to teach English and History in Junior and Middle School. Experience essential. Resident, £120 per annum. A 95,974

MISTRESS required for Public Girls' School on South Coast to teach English and Latin. Resident, £110 to £150 per annum. A 96,066

SENIOR ENGLISH MISTRESS required for large Private School in Shropshire to teach Literature and History. Latin a recommendation. Experience essential. Resident, £160. A 95,921

Geography Mistresses.

GEOGRAPHY SPECIALIST required for Endowed Public School in Yorkshire. Oxford or Cambridge Diploma essential. Non-resident, Burnham Scale. A 95,209

GEOGRAPHY MISTRESS required for Public Recognized School in Westmoreland. Mathematics or Latin as subsidiary subject. Experience and Church of England essential. Resident, about £130 to £150. A 96,603

Classical Mistresses.

CLASSICAL MISTRESS required to teach Latin and possibly some Greek for high-class Private Recognized School for girls on South-East Coast. Resident, from £120 per annum according to qualifications. C 95,934

CLASSICAL MISTRESS required for Public Secondary School for girls in the North to teach Latin throughout the School and some Greek. A Graduate with two or three years' experience. Non-resident, Burnham Scale. C 96,094

CLASSICAL MISTRESS for important Public Boarding School for girls in the South-West. Subsidiary English. Non-resident, good salary. C 96,139

CLASSICAL MISTRESS to teach Latin in Public Secondary High School for girls in the North. Honours Degree and about two years' experience. Non-resident, Burnham Scale. C 94,624

Modern Language Mistresses.

FRENCH MISTRESS required for high-class Proprietary School in the Midlands. Ability to offer Italian or German an advantage. Resident, good salary. C 96,095

FRENCH MISTRESS required for Elementary Training College in the South-West. English Composition and Literature subsidiary subject. Member of the Church of England essential. Resident, Burnham Scale. C 96,018

ASSISTANT MISTRESS required to teach chiefly French, with either Latin or German subsidiary, for high-class Boarding School for girls on the South Coast. Training or experience with if possible a Degree. Resident, from £100 to £150 per annum. C 96,484

SECOND MODERN LANGUAGE MISTRESS required for Public Secondary School for Girls in the North. Honours Degree with one or two years' experience. Residence abroad. Non-resident, Burnham Scale. C 96,609

ASSISTANT MISTRESS required for high-class Boarding School for Girls on the South Coast to teach French and English to Cambridge Senior standard. Member of the Church of England. Some previous experience. Resident, about £150 per annum. C 96,914

MODERN LANGUAGE MISTRESS required to teach French and German for high-class Private Recognized School for Girls on the South Coast. Resident, from £120 per annum, according to qualifications and experience. C 97,000

FRENCH MISTRESS required for Public Secondary School for Girls in the North. Work up to Higher Certificate and Scholarship standard. Honours Degree with two or three years' experience. Non-resident, Burnham Scale. C 96,059

Mathematics and Science Mistresses.

MATHEMATICAL MISTRESS required for important High School for Girls in the North. Work up to Higher Certificate standard. Honours Degree with training or experience. Non-resident, Burnham Scale. C 96,245

MATHEMATICAL MISTRESS required for large Public Day and Boarding School for Girls in Australia. Resident, £250 per annum, with passage. C 96,610

SCIENCE MISTRESS required for large Public Day and Boarding School for Girls in Australia, to teach Chemistry, Physics, and Botany. Resident £250 per annum, with passage. C 96,611

SCIENCE MISTRESS required to teach Botany and Geography for good-class Private School for Girls in Kent. Resident, about £120 per annum. C 94,178

SCIENCE MISTRESS required for Church School for Girls in Cape Town. Botany and Geography. Member of the Church of England. Resident, £150 per annum, plus passage. C 95,657

SCIENCE MISTRESS required for high-class Public Boarding School for Girls in South-West. Physics to Scholarship Standard. Cambridge Candidate preferred. Non-resident, good salary. C 95,901

ASSISTANT MISTRESS required to teach Mathematics to Matriculation Standard, with subsidiary Latin, for high-class Private Recognized School for Girls on the South Coast. Oxford or Cambridge candidate preferred. Experience essential. Resident or non-resident, Burnham Scale. C 94,803

TRUMAN & KNIGHTLEY'S ANNOUNCEMENTS—contd.

SEPTEMBER VACANCIES FOR NON-UNIVERSITY WOMEN.

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- ASSISTANT MISTRESS** required for high-class Private School on the south coast to take English, History, and some Latin. Must be able to prepare for Matriculation and also teach Junior children. Salary £120 to £130 per annum, resident. K 96,961
- MISTRESS** required for good-class Private School in Home Counties chiefly for Mathematics and Geography to the Senior Local standard, with, if possible, some other subject. Salary offered, £100 to £120 per annum, resident. K 96,964
- ASSISTANT MISTRESS** required for Wesleyan High School in South Africa to act as Lower Fifth Form mistress and to take French to Matriculation standard. Passage paid on a three

years' agreement. Resident salary £150 per annum. J 95,235

Froebel Trained Mistresses.

- KINDERGARTEN AND FIRST FORM MISTRESS** for high-class Private Recognized School in Northern County. Resident, £100 to £110 or possibly non-resident. J 96,467
- FROEBEL MISTRESS** for high-class Private School in Midlands to take children from 5 to 8 years of age and train students for Froebel examinations. Higher N.F.U. essential. Resident, £100. J 95,638
- LOWER FORM MISTRESS** for high-class Proprietary School in western county to teach Nature study, Handwork, and the usual Form subjects. Churchwoman holding Higher N.F.U. Certificate and experience essential. Resident, from £70 per annum. J 96,517

LOWER SCHOOL MISTRESS for high-class Private School in Northern county to teach the usual Elementary subjects to children up to 12½ years. Higher N.F.U. desirable. Resident, £80 to £100. J 96,861

KINDERGARTEN MISTRESS for good-class Private School, south-east county. The usual subjects and if possible Games and Girl Guides. Experience beyond training essential. Resident, £90 to £100. J 96,281

JUNIOR FORM MISTRESS for high-class Private School in southern county. Help with General Form work, Junior Mathematics, and Handwork. Some experience is essential. Froebel training desirable. Resident, £100. J 96,487

HEAD MISTRESS for Preparatory School in Canada. A capable mistress is looked for with power of control. Good experience essential. Resident, £170 to £200 and passage. J 96,729

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- ART MISTRESS** for high-class Boarding School in Canada. Drawing, Painting, Wood Carving, together with assistance with some very Junior English or Arithmetic. Resident, \$500 to \$650, according to qualifications and experience. Passage paid. B 95,524
- ART MISTRESS** for good-class Private Boarding School in the West. Drawing, including Ablett's System, Oil and Water Colour Painting, with some other subject. Some experience very desirable. Resident, £100-£120. B 95,694
- ART MISTRESS** for Public Secondary Dual School in the north, qualified to teach Drawing to Matriculation standard, some Singing and Needlework also needed. Non-resident, salary according to scale. B 96,915
- ART MISTRESS** for large Public Secondary Boarding School in Home Counties. Art throughout School with Handwork to Junior and Middle School and some Junior School subjects and Scripture. Good Art qualifications, training, and experience. Resident, £100 to £150. B 96,278
- ART MISTRESS** for high-class Boarding School in Canada. Drawing, Painting, Wood-carving, and some very Junior English or Arithmetic. Res., 500 to 650 dollars. Passage paid. B 95,524
- ART MISTRESS** for good-class Private Recognized Boarding and Day School in the Midlands. Art throughout the school and help with some other subject. Resident, £100. B 96,396

Music Mistresses.

- FIRST-RATE VIOLIN MISTRESS** for large Public Boarding School in the Midlands; must be able to take orchestra; 'Cello a recommendation. Churchwoman essential. Resident, salary according to Burnham Scale. B 95,242
- MUSIC MISTRESS** for large Public Secondary School in the North. Pianoforte, Class Singing on modern lines, Musical Appreciation, and Aural Culture. Good qualifications and experience essential. Non-resident, salary according to Burnham Scale. B 96,074
- FULLY TRAINED ORGANIST** for large Public Boarding School in the Midlands. Organ as chief subject, with ability to teach Junior Pianoforte, Church of England essential. Resident, salary according to Burnham Scale. B 96,108
- SENIOR MUSIC MISTRESS** for high-class Boys' Preparatory School in the North. Pianoforte on Curwen and Matthey methods and Class Singing. Diploma essential. Resident, about £100, or possibly more if Violin. B 96,007
- TWO MUSIC MISTRESSES** for Public Boarding School in the West Indies to take between them Violin, Pianoforte, and Class Singing. Resident posts. Salary for one, £120-£140, and for second post, £80-£95. Passage paid. B 91,557
- FULLY QUALIFIED MUSIC MISTRESS** for Church of England Public School in Home Counties. Pianoforte to pupils up to 18 years with Aural Culture. Some experience desirable. Resident, from £100 upwards. B 96,784

MUSIC MISTRESS for high-class Private Boarding School close to Sussex coast. Pianoforte and either Violin or 'Cello. Resident, £100. B 94,966

MUSIC MISTRESS for Public High School in the west, with either Pianoforte as chief subject and Violin as a second subject, or Violin as first subject with good Pianoforte as a subsidiary subject. Churchwoman essential. R.A.M. or R.C.M. Training preferred. Non-resident, salary at least minimum of Burnham scale. B 95,771

MUSIC MISTRESS for large Secondary School in South Africa. Pianoforte to a good standard, preferably on Matthey Method. Some knowledge of 'Cello so as to play in school orchestra, and if necessary, take elementary pupils. L.R.A.M. or A.R.C.M. Diploma and experience. Resident, £130 upwards. Passage paid. B 96,364

MUSIC MISTRESS for high-class Private Boarding School on south-east coast. Pianoforte, Theory and Aural Culture. Junior Class Singing and Violin a recommendation. Experience essential. Resident, £100-£120. B 96,742

MUSIC MISTRESS for Preparatory School of important Public Girls' School in Scotland. Class Singing and Ear Training with a few Pianoforte lessons and charge of a form, teaching either some English or Arithmetic. L.R.A.M. and special qualifications for Class Singing. Non-resident, £250 initial. B 96,237

MUSIC MISTRESS for high-class Boys' Preparatory School in Home Counties. Very good Class Singing, French up to Scholarship standard and fairly elementary Pianoforte. Resident, £150. B 96,622

MUSIC MISTRESS for high-class Private School in Canada, good Pianoforte on Curwen Method and Matthey Method, Class Singing, Violin and Eurythmics a recommendation. Resident, 650 to 700 dollars with 200 dollars towards passage. B 96,320

MUSIC MISTRESS for high-class Boys' Preparatory School on south-east coast. Pianoforte throughout school, with a little help in Junior subjects. Resident, about £100. B 96,357

MUSIC MISTRESS for important Public High School in the Midlands. Pianoforte to both Junior and Advanced pupils. Class Singing, Aural Culture, and Musical Appreciation. Good qualifications and some experience. Non-resident, salary according to Burnham scale. B 96,708

Gymnastics Mistresses.

GYMNASTICS AND GAMES MISTRESS for large and important Public High School in the north. Dartford, Bedford, Chelsea, or Anstey Training. Experience desirable. Non-resident, salary according to Burnham scale. B 96,251

PHYSICAL CULTURE MISTRESS for large Boarding and Day School in Western Canada. Drill, Games, Swimming, and if possible, Dancing. Full training, and a good disciplinarian, essential. Resident, £144, or more, with £50 towards passage. B 96,017

PHYSICAL CULTURE MISTRESS for Public School in Eastern Canada. Some help with Junior subjects, including, if possible, Nature study. Res., 650 to 700 dollars. Passage paid. B 96,625

SWEDISH GYMNASTICS AND GAMES MISTRESS for large Public Secondary Day School in the Midlands. Country dancing, Dartford, Bedford, Chelsea, or Anstey training. Non-resident, salary according to Burnham scale. B 96,844

MISTRESS for Physical Training for Church of England Elementary Training College in the Eastern Counties. Whole or part-time and either resident or non-resident. Salary to be arranged. B 95,412

GYMNASTICS AND GAMES MISTRESS for high-class Private Boarding School in the south. Lacrosse essential. Dancing desirable. Dartford, Bedford, Chelsea, or Anstey Training, with experience, if possible. Resident, £120-£150, initial. B 96,642

MISTRESS for Physical Training in large Public Secondary School in the north. Gymnastics and Drill throughout school, organize Games and take some subsidiary subject, preferably Needlework, work some Junior Form subjects. Non-resident, salary according to Burnham scale. B 96,560

DRILL MISTRESS for large Public Secondary School close to London. Dartford, Bedford, or Chelsea Training. Experience essential. Non-resident, salary according to Burnham scale. B 96,360

PHYSICAL TRAINING MISTRESS for Public Secondary Dual School in the north for work with girls, also young boys. Dartford, Bedford, or Chelsea Training. Some experience. Non-resident, salary according to Burnham scale. B 96,624

DRILL AND GAMES MISTRESS for large Boarding School in New Zealand. Full qualifications essential. Resident, £150-£200. Passage paid. B 93,202

GYMNASTICS, DANCING, AND GAMES MISTRESS for School in Australia. Res., £120 initial, with £50 towards passage. B 95,675

Domestic Science Mistresses.

DOMESTIC SCIENCE MISTRESS for large Public Secondary Boarding School in Home Counties. Needlework, Cookery, Housewifery, Laundrywork, and Dressmaking, and must be willing to act as Housemistress for part of time. Training in Domestic Science and good organizer and disciplinarian essential. Boarding School experience. Resident, £120. B 95,370

DOMESTIC SCIENCE MISTRESS for good-class Private Boarding School in the west, to take entire charge of separate Domestic Science house and teach Cookery, Laundrywork, Housewifery, Needlework, and Dressmaking. Resident, £100 to £130. B 97,009

DOMESTIC SCIENCE MISTRESS for large Public Secondary School in the north. Full qualifications to take good Needlework throughout school together with some Cookery. Non-resident, salary according to Burnham scale. B 96,940

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This is a lively, well-informed, and closely reasoned statement of democratic doctrine as applied to the problem of secondary education. Its fundamental thesis is that all normal children, irrespective of the income, class, or occupation of their parents, should receive a secondary education of one type or another from the age of eleven to the age of sixteen. The present grading of schools into elementary and secondary has, as a matter of historical fact, always been based upon the social distinction between the working and the middle classes, and the present opportunities of passing from the elementary to the secondary school are, it is held, pitifully inadequate. Nothing short of an entire re-grading of schools will meet the case. There should be nursery schools for children under seven, preparatory schools for children between seven and twelve (these two together constituting the primary stage), and secondary schools for the ages between twelve and sixteen to eighteen. The proposal to universalize secondary education up to sixteen manifestly involves a great extension of secondary school accommodation, and this could only be created gradually. Meantime the present illogical distinction between secondary schools on the one hand, and central and junior technical schools on the other, should be broken down. The latter should be brought within the secondary system, to which they really belong, and from which they are separated only for social reasons. If it be contended that only a certain proportion of children of twelve years of age are able to profit by secondary education, the answer is that this is perfectly true of the kind of secondary education now provided, but that other kinds ought to be provided. Fees should be abolished in secondary schools, and maintenance allowances should be granted to the extent that is necessary. As regards finance, the points are taken that recent additions to cost are mostly accounted for by increased salaries to a profession that was sweated before the war, and that, even so, the proportion of national expenditure devoted to education fell from 7.28 per cent in 1913-14 to 4.9 per cent in 1921-22.

Such is the main drift of argument in this exceedingly able and stimulating little book—a book which we recommend all teachers to read with care, whatever their general attitude towards the Labour Party may be. At bottom the whole question is of course a social and political one, upon which teachers may be expected to be nearly as much divided as other people are. One may see and admit the logic of the Labour position, and yet sympathize with the middle-class parent who desires his children to associate with children whose habits, whose speech, and whose standards of personal cleanliness he can approve, but who has to pay heavily for such association, besides helping to pay for the education of others. Still, it may be possible to accept the educational part of the Labour Party's programme as an ideal which can only be realized gradually, with concurrent social improvement. At any rate, it is a high merit in any party to have so clear and complete a programme, and to have reasoned it out with such marked force and ability.

The optimistic and challenging tone of the book is well illustrated by its attitude towards the Act of 1918, which is for the present, of course, mostly waste paper. That Act is criticized as not having fairly and squarely faced the question of the respective functions of primary and secondary education. And the ill-fated continuation school scheme is denounced as in any case a poor makeshift. "Acting with the worst intentions," the opponents of the Act "have saved us from the blunder of merely

tacking a system of continuation classes on to the present elementary schools." Very well, says the indomitable labour reformer, we are not really sorry, because now we have, at any rate, a clear field for a fight round the question of free full-time secondary education for all, up to the age of sixteen.

PHILOSOPHY OF LIFE.

The Tragic Sense of Life in Men and in Peoples. By MIGUEL DE UNAMUNO. Translated by J. E. CRAWFORD FLITCH. (17s. net. Macmillan.)

Don Miguel de Unamuno, Professor of Greek at the University of Salamanca, is one of the most striking among the contemporary writers of Spain. His standing is well indicated in an introductory essay by Don Salvador de Madariaga, in which, by the way, there is more Wordsworth than is called for. Probably our Carlyle is the nearest approach to the type of Unamuno. His treatment is rugged and vigorous, highly coloured, and full of the personal appeal. As journalist, novelist, and man of the world, de Unamuno is free from the pedantry that is so commonly associated with the professor's chair. He wants to get at real life and at real men. He seeks the flesh and blood man under the philosopher's gown. In his violently antithetic way he subordinates the philosophy to the man. The desire to live and to be immortal is maintained to be the vital force that keeps humanity going. The arguments in the text are fanciful and figurative. Our author does not deny this, and tells us bluntly that he does not "claim to discuss otherwise than by metaphor." It cannot be denied that there is a certain charm in the first-hand approach here made to most of our old philosophic problems. The terms are depolarized and the reader cannot but be stimulated to thought, however outraged his sense of philosophic decorum may be.

It is difficult to give a definite statement of the philosophical standpoint here adopted. De Unamuno himself puts the words into his critic's mouth: "This man comes to no conclusion, he vacillates—he is full of contradictions—I can't label him. What is he?" He is good enough to supply an answer to his own question: "Just this—one who affirms contraries, a man of contradiction and strife . . . one who says one thing with his heart and the contrary with his head, and for whom this conflict is the very stuff of life." It is not difficult to realize how out of this paradoxical attitude a tragic sense of life may be developed, and the thoughtful reader will feel stirred up to individual intellectual struggle, in spite of the occasional contempt thrown upon intellect in the text. The book can hardly be described as organized. Its author confesses that in writing each essay he has not had before him a copy of any of those that had preceded it, and thus they have come forth "full of inward contradictions—apparent contradictions at any rate—like life and like me myself." With all this confusion there go great learning, keen insight, wide knowledge of the world. Between the brilliant paradoxes and the glittering metaphors there are blocks of solid sense. The reader is made to feel that he is in the hands of a master of the art of living, equally strong on the religious, the philosophical, and the practical plane. De Unamuno is at home in English thought; it is only fair that we should get an insight into his. The book repays study.

ERRORS, DREAMS, AND NEUROSES.

Introductory Lectures on Psycho-Analysis: A Course of twenty-eight Lectures delivered at the University of Vienna. By Prof. SIGM. FREUD. Translated by J. RIVIERE. (18s. net. Allen & Unwin.)

A translation of this book has already appeared in America, but in the Preface to the present volume Dr. Ernest Jones explains that the American work has been so badly done that Mrs. Riviere's version is necessary. The book falls into three parts: the first dealing with

Errors, the second with Dreams, the third with General Theory of the Neuroses. For professional teachers the first part is of great interest, and many of us will regret that this part is so short compared with the others: there is room for a separate work on this aspect. Dr. Freud wisely makes use of this simpler section to provide a general introduction to the whole subject. He tells us that he must treat his audience—we gather that they are medical people—as if they were beginning at the very beginning. His method is particularly pleasing to a skilled teacher. Whatever value his subject-matter has, the method of exposition is excellent.

In reading the work as a whole there is something curiously reminiscent in the minds of those who have read the Master's previous writings. It is not that there is actual repetition, though some of his illustrations have been used before: but rather an air of familiarity. Along with this, however, is the satisfaction of knowing that we are here dealing with first hand authority. We are so accustomed to reading the work of disciples that it is gratifying to get at the Master himself. It cannot be said that there is anything particularly fresh in the volume, but matters are certainly put more clearly than they are in the earlier treatises. Dr. Freud's attitude towards hysteria is made clear and certain misunderstandings removed. The chapter on Resistances is particularly satisfactory. But what specially interests us here is Freud's attitude towards education. "The educability of a young person as a rule comes to an end when sexual desire breaks out in its final strength. Educators know this, and act accordingly; but perhaps they will yet allow themselves to be influenced by the results of psycho-analysis so that they will transfer the main emphasis in education to the earliest years of childhood from the suckling period onward." He returns to this point several times, and at one place tells us that psycho-analytic treatment is a kind of re-education. If his view is right it deserves our serious attention. Accordingly it will be well that teachers who take up the study of psycho-analysis should specialize on this point. If Freud is to be believed, there should be no more talk about eliminating the nursery schools. "The little human being is frequently a finished product in his fourth or fifth year."

MODERN CHEMISTRY

Inorganic Chemistry. By Prof. T. MARTIN LOWRY. (28s. net. Macmillan.)

The change that has taken place in our outlook on inorganic chemistry as a result of the development of physico-chemical methods and conceptions is too well known to require emphasizing in these days. A glance merely at the illustrations in the present excellent volume reveals the trail of the physical chemist, and marks the contrast with the corresponding textbook of twenty to thirty years ago. Figures of molecular structure, equilibrium diagrams, photomicrographs and electric furnaces are common features in the volume, while the discussion of properties and reactions is constantly in terms of eutectics, polymorphism, solid solutions, ionization, and the like. The record of Prof. Lowry's own work is a guarantee that on these lines the treatment is sound and authoritative.

The contents of the book are presented in four main parts, viz: I.—Historical and Introductory; II.—Non-metals; III.—The Metals: typical series; IV.—The Metals: transition series. The first of these, in so far as it is historical, is largely adapted from the author's *Historical Introduction to Chemistry*, and contains many valuable features. One notes, for example, the prominence given to Avogadro's hypothesis, and the full exposition of the part which it has played in the development of modern chemistry.

Part I contains also a good deal of pure physical chemistry, and such topics as electrical conductivity, the phase

rule, solubility product, hydrolysis, distribution ratio, osmotic pressure and liquid crystals are discussed. Whilst admitting that familiarity with these conceptions is necessary for the intelligent study of the later parts of the book, the reviewer feels a little doubtful whether such a rapid survey of physical chemistry as is possible in the opening chapters of a text-book of inorganic chemistry can really benefit the reader unless he has previous knowledge of that branch of the science. The effort made in Part I to present physical chemistry in a condensed form leads in one case at least to a somewhat questionable exposition. Thus on page 87 we find: "The Law of Mass Action states that the products of the active mass of the components on the two sides of a balanced equation are in a constant ratio."

The main portion of the volume contains an interesting, and often novel, presentation, on up to date lines, of the facts of systematic inorganic chemistry. The author has secured the collaboration of experts in the preparation of sections dealing with Radioactive Elements, Isotopes, Glass, and Photography, and these add distinctly to the value of the book.

Attention may finally be directed to two minor points in which correction appears desirable. The Weston cell is depicted twice, on page 198 and on page 876, but in the one case mercuric, and in the other case mercurous sulphate, is put down as a constituent of the cell. Then the value given on page 127 for the number of particles in 1 litre of a gas at N.T.P., viz: 3×10^{23} , is about 10 per cent higher than the correct value 2.7×10^{23} given on page 141.

BIOGRAPHY.

General Robert E. Lee after Appomattox. Edited by Prof. F. L. RILEY. (\$2.50. Macmillan.)

This is an interesting work of piety published half a century after it was normally due. General Lee, the famous Commander of the Southerners in the American Civil War, became President of Washington College (Lexington, Virginia) in 1865, and in that position he remained until his death in 1870. His fine character, his great reputation, and his administrative ability made his five years of office a conspicuous and memorable success. This memorial volume, enriched by the reminiscences of all such surviving students of his as can be traced, gives an account of this closing period of his notable career. It is adorned by some fine portraits and photographs.

EDUCATION.

La Science de L'Education. By DR. J. DEMOOR and T. JONCKHEERE. (6s. net. M. Lamertin, Brussels and Libraire; Felix Alcan, Paris.)

This work, the joint production of a professor in the medical department and the director of what we should call the training department of the University of Brussels, eminently deserves its title. Pedagogy, say the authors, has long been a speculative science, cultivated by philosophers and sociologists, and dependent for its conclusions upon reasoning rather than upon observation; but under the influence of the biological sciences pedagogy is changing its character, basing itself upon a scientific study of the child, his genesis, his development, and his capacity of adaptation. The first part of the book deals with biological bases, leading up to a study of heredity, evolution, growth, and development; the second part with the nervous system considered from the pedagogic point of view; the third with psychological aspects; and the fourth with the evolution of the school. In the first three parts the scientific groundwork is very clearly and ably set forth, whilst the practical applications are never lost sight of, such subjects as co-education, individual teaching, the question whether two or more languages should be learnt concurrently, sex instruction, and so on, being discussed in their appropriate connexion. The last part, on the evolution of the school, is very thorough, including *inter alia* a full exposition of the place of what we call special schools. We commend the volume to our readers, not only on its own merits, which are great, but also as affording an indication of the way in which pedagogy is being conceived in another country.

ENGLISH.

Neddy: The Story of a Donkey. By MRS. HERBERT STRANG. *Betty's Friend.* By M. STUART-LANE. (1s. 4d. net each. Oxford University Press.)

Herbert Strang's Readers are carefully graded in four stages for children between the ages of seven and twelve. The illustrations are well drawn, the print admirably clear, and adapted in size to the age of the reader, that in Grade I being largest and blackest. Mrs. Strang's story of the donkey Neddy's disobedience and consequent afflictions will please the youngest readers, especially as it has a happy issue; while "Betty's Friend" will thrill the child of ten with its account of the Great Fire and the doings of the abominable press-gang.

Rob Roy. By Sir WALTER SCOTT. *The Romany Rye: A Sequel to "Lavengro."* By GEORGE BORROW. (1s. 6d. net each. Nelson.)

Both the ordinary reader and the school owe thanks to the publishers of this cheap series of masterpieces, obviously direct descendants of the famous pre-war Sixpenny Classics, well-printed and presentable volumes, strongly enough bound to resist for long the hard wear of class usage. No space is wasted on notes or introductions, but the text is given unabridged.

Language: Its Nature, Development, and Origin.

By Prof. O. JESPERSEN. (18s. net. Allen & Unwin.)

This is a book that can be unreservedly recommended to all who are interested in the evolution of language and in the history of philology. There is not a dull or uninteresting page in it, and the lucid exposition and shrewd, balanced criticism of the various hypotheses which have been advanced to explain the origin and growth of language are admirable.

The volume is divided into four books, entitled respectively: History of Linguistic Science, The Child, The Individual and the World, Development of Language.

Prof. Jespersen's sketch of the building up of the great science of philology from ancient times to our own is probably the completest written in English; all the great philologists of the past are reviewed and the contribution of each to the advancement of linguistic science appraised and put in the right perspective. Names do not inspire Prof. Jespersen with awe or blind him to faulty speculations; neither is he wanting in appreciation when it is due. He appears to us, however, to underestimate the importance of Pott, and mention should have been made of Arquetil du Perron and Edward Llwyd, the Welsh grammarian who anticipated some of Grimm's speculations by over a century. Some of the terms used by Prof. Jespersen, e.g. *apophony* for *ablaut* or *gradation*, *Gothonic* for *Germanic* seem to have little to recommend them.

Book II, The Child, will probably be considered the most interesting part of the volume for its originality, acute observation, and freshness of treatment; and readers whose nocturnal perambulations have failed to silence their howling treasures will find comfort in the remark, based on experience, "that the child who screams the loudest as a baby becomes the best singer later."

The book is well written in a clear and attractive style.

FRENCH.

The French Quarterly Review. March, 1922. (3s. Manchester University Press.)

This is the Molière Tercentenary number. Professor Ker contributes a literary study, "Molière and the Muse of Comedy," in which his extensive knowledge and critical insight are seen to advantage. Mr. Cloudesley Brereton contributes a *discours*. M. Egli's essay, "Le Régionalisme dans la littérature française" displays an extensive acquaintance with French novels. Dr. R. L. G. Ritchie shows once more by a minute analysis of a passage the apparent easiness and real difficulty of translation from French prose. We commend his paper to those who essay our prize competitions. There are two "Chroniques" of contemporary French literature.

GEOGRAPHY.

Imperial Military Geography. By J. FITZGERALD LEE. (Clowes. 12s. 6d.)

This book has been used by military students in many countries since it was first published in 1908, and the edition now issued can be recommended not only to candidates preparing for the Army Entrance and other examinations, but also to students in schools and colleges where advanced work in geography is being done. The author is undoubtedly right when he asserts that the science of geography in general and military geography in particular has had more influence on the history of the human race than any other science, and that in all ages soldiers have done more for geography and have been better geographers than any other class of men. The main sections of the book deal particularly with the British Empire, the new map of Europe and the Treaty of Versailles, Africa and the Middle East. Throughout the work great stress is laid

on the strategic importance of frontiers, railways, and fortresses; in every case the military problem is fully discussed in relation to the geographical conditions of the country. At the end of the book there are nearly a hundred questions selected from Army and Staff College Examination papers and a complete answer is given to each question.

An Introduction to Applied Geography. By A. STEVENS. (6s. net. Blackie.)

Written in a scientific style, this book deals with the earth as a planet, the making of maps and charts, climate and weather, transport by sea and land. Primarily the work is intended for the use of navigators, land surveyors, mining engineers, and prospectors, but it might also be used by students taking an advanced course of geography in secondary schools. In the chapters on map projection and triangulation, a knowledge of trigonometry is assumed.

A Progressive Course of Comparative Geography on the Concentric System. By P. H. L'ESTRANGE. Ninth Edition. Revised and Enlarged. Parts V and VI. (2s. 6d. net. Philip.)

The publication of these two parts completes the new edition of this well-known work. Part V deals with the three Southern Continents and Part VI with the British Commonwealth of Nations. As in the other volumes of the series, the lessons are well arranged and full of trustworthy information; they are illustrated with excellent maps, diagrams, and pictures.

Edina Geographies.—By THOMAS FRANKLIN. Book IV., *Africa*. (1s. net. Johnston. Macmillan.)

In this little book, both the natural regions and the political divisions of Africa are well described, and numerous sketch maps and exercises add to the usefulness of the work. For so elementary a book, however, some of the paragraphs contain too many place names.

Elementary Studies in Geography and History.—By SIR H. J. MACKINDER. *The Nations of the Modern World*. Fifth Edition. Completely revised. (3s. 6d. Philip.)

This well-known book has now reached its fifth edition, and as in the earlier editions, the descriptions are fully illustrated with maps and pictures. In the various lessons historical events are presented in their appropriate geographical setting and consequently the reader gains a knowledge of the chief contrasts of the political and commercial world. Although carefully revised, it has been found impossible to remodel the chapters so as to include a concise view of the war and the world after the war; for this purpose another volume will be added to the series.

HISTORY.

Historical Atlas of South Africa. By Prof. ERIC A. WALKER, M.A. (Oxon and Cape). (10s. 6d. net. Oxford University Press.)

Prof. Walker, of the University of Cape Town, has produced an historical atlas of South Africa which may be regarded as a model for the guidance and stimulus of historians and geographers at Colonial colleges throughout the British Empire. Not only will this admirable collection of maps be of the highest service in South Africa itself, it will also be an invaluable means of spreading far and wide a knowledge of the process by which the great Union has been built up. The atlas contains twenty-six plates, which comprise a total of thirty-two maps and plans. The first of the series exhibits the results of the voyages of exploration and discovery which terminated in the middle of the sixteenth century. The latest in order of time illustrates the German campaigns in Africa during the years 1914-1918. Twenty-one pages of letterpress precede the atlas proper; each map is dealt with in detail, and the facts which it is intended to elucidate are clearly set forth. The paper, the print, and the cartography are all excellent. Only three points of criticism present themselves: (1) the atlas (10x14½) is inconveniently large; (2) there is no index; (3) the letterpress does not face the map to which it relates.

Kings and Queens of England.—Henry VI. By MABEL E. CHRISTIE. (16s. Constable.)

Messrs. Constable's interesting series of biographies of the notable kings and queens of England seems to be bent on the task of clearing off the numerous Henrys first. Henry VII, Henry II, Henry V, are followed now by Henry VI. Miss Christie is a capable and well-equipped historian, and she has accomplished in a workmanly and competent manner the fairly simple and straightforward task of telling the story of the good man, but bad king, who wore the crowns of England and France

during the turbulent years 1422-1461. Together with the life of the monarch she incorporates a good deal of the general history of the time. A useful bibliography indicates the main sources of information. Numerous maps and authentic portraits enhance the value of this attractive volume.

MATHEMATICS.

Elementary Statics of Two and Three Dimensions. By Prof. R. J. A. BARNARD. (7s. 6d. Macmillan.)

We had occasion, some time ago, to review the "Elementary Dynamics" by the same author, and the favourable impression then formed is amply confirmed by this companion volume. The text is comprehensive, but not overloaded with detail. Acting doubtless on the maxim that it is easier to learn the calculus than proofs which avoid its use, the writer introduces it in his treatment of virtual work and centres of gravity. There is an adequate though quite elementary account of the principal theorems relating to forces in three dimensions, and the final chapter deals with vectors in space.

MISCELLANEOUS.

A New and Scientific Presentation of Elementary Book-Keeping. By H. W. HOUGHTON. (4s. net. Collins.)

A useful text-book for commercial classes in evening and continuation schools. The object is to place before the student the principles of Double-entry Book-keeping in a form which is on sound educational lines. The final results to be obtained are illustrated from the first enunciation of the principles, and the stages known as "Book-keeping to the Trial Balance" and "Book-keeping to the Balance Sheet" are discarded. There is a valuable chapter on proving the accuracy of book-keeping entries, while the more advanced students will find the chapters dealing with the Accounts of a Partnership, Reserves and Depreciation, very helpful.

PSYCHOLOGY.

Disguises of Love: Psycho-analytical Sketches. By Dr. W. STEKEL. Authorized translation by ROSALIE GABLER. (6s. 6d. net. Kegan Paul.)

There is more of sketch than of psycho-analysis in this little volume. We have here in fact the artistic aspect of the new psychology of the unconscious. Dr. Stekel appears to be a psycho-therapist in full practice at Vienna, but the volume before us is written more in the fashion of a literary essay than a scientific treatise. It practically demands a general knowledge of the psycho-analytic principles before it can be understood. Its value is rather that of a series of illustrative examples of a principle already expounded, but here, as happens so often elsewhere, the examples are a good deal more interesting than the principles, so it is likely that the book will have a good sale, particularly in view of its intriguing title. The general view of human nature is low, and the effect of the volume is on the whole depressing. Seldom is a hopeful note struck, though many will welcome the exceptionally optimistic words, "The will has the power to transform the body. People who sufficiently desire to be beautiful eventually become so." Against this has to be put the depression of the chapter on "The Will to Ugliness." In chapter XVII Dr. Stekel writes on a much higher level than elsewhere, and for the time becomes elevating. The literary bias of the book becomes too pronounced at the end for the author to restrain himself any longer, and he openly breaks out in a purely literary chapter called "Brevities," in which he has a series of maxims after the manner of Rochefoucauld, and not so far behind him either. These have a general reference to the new psychology, but are by no means confined to it. One wonders what the attitude of the elect psycho-analysts will be toward this eminently exoteric and human volume.

RELIGIOUS KNOWLEDGE.

Lessons on the Way. By Dr. P. DEARMER. (3s. 6d. net. S.P.C.K.)

Dr. Dearmer's volume provides a series of thirty lessons based upon the first part of the Church Catechism ("The Covenant"). The material provided is useful, and is set forth in a breezy and rather unconventional way, which, perhaps, will not appeal with equal force to everybody. But Dr. Dearmer's illustrations, though sometimes strange and even startling, are usually apposite.

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(Continued on page 480)

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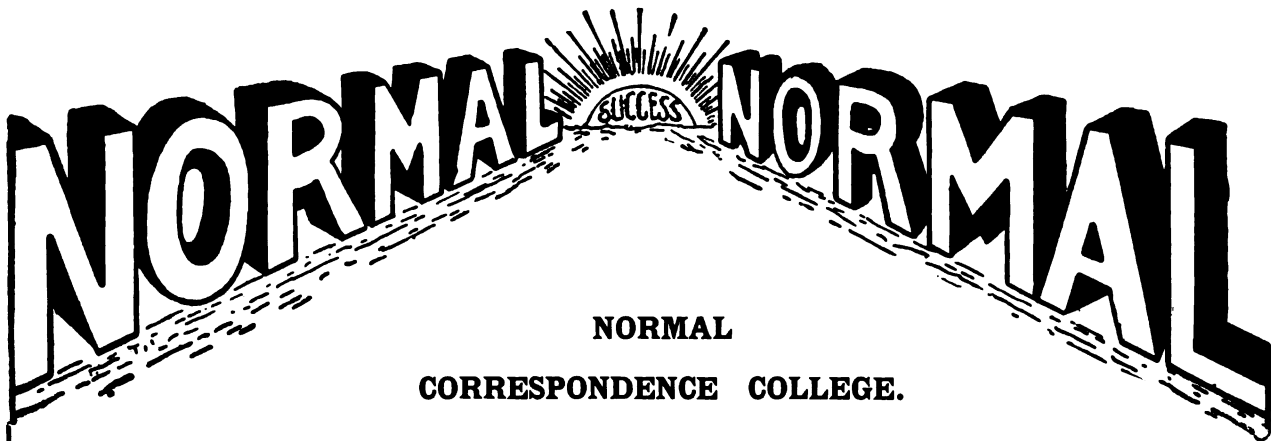
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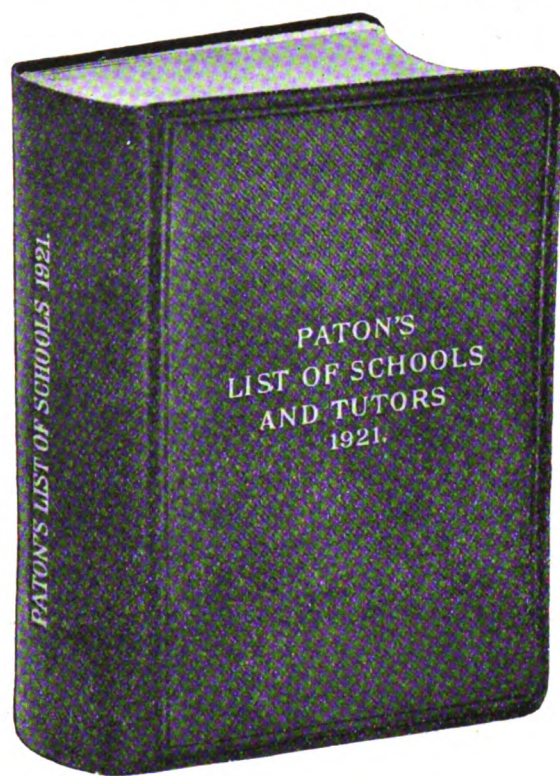
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**A LIST OF SCHOOLS
will be found on page 541.**

UNIVERSITY COLLEGES, Training Colleges, and Technical Schools.

See also pages 491-494, 496, 497, 517, 533, 534 ; [Halls of Residence] 490 ;
[Physical Training] 497 ; [Scholarships] 494.

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See also pages 491-494, 496, 497, 517, 533, 534; [Halls of Residence] 490;
[Physical Training] 497; [Scholarships] 494.

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[January, 1922]
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Professor of Education at the
University of London, &c.

CLASSICS.

[February, 1922]
S. E. WINBOLT, M.A., Oxon.,
Christ's Hospital.

HISTORY.

[March, 1922]
Professor F. J. C. HEARNshaw, M.A.,
LL.M., LL.D.,
Professor of History at the
University of London, &c.

MODERN LANGUAGES.

[April, 1922]
Professor WALTER RIPMAN, M.A.,
Chief Inspector to the Uni-
versity of London.

GEOGRAPHY.

[May, 1922]
T. ALFORD SMITH, B.A., F.R.G.S.,
St. Dunstan's College, Catford.

ENGLISH.

[June, 1922]
C. E. S. COXHEAD, M.A.,
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mar School.

MATHEMATICS.

[July, 1922]
Professor T. PERCY NUNN, M.A., D.Sc.,
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Training College (University
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ART.

[August, 1922]
R. D. LAXON, Christ's College, Finchley.

SCIENCE.

[September, 1922]
C. L. BRYANT, Harrow School.

MUSIC.

[October, 1922]
Miss ETHEL HOME,
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NATURE STUDY.

[November, 1922]
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RELIGIOUS KNOWLEDGE.

[December, 1922]
CANON BOX,
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OCCASIONAL NOTES.

THE Superannuation Bill may quite possibly have reached the Statute Book before this issue of the *Journal* is published. Before the second reading was resumed negotiations between the Government and the National Union of Teachers were opened with a view to the possibility of some compromise being reached. This did not indeed happen, but the Union decided to withdraw active opposition when the Bill again came before the House, and the four Secondary Associations, which had been in touch with that organization, followed suit. All five, however, made it quite clear through their supporters in the House during the reading that their objections to the Bill remained unaltered. The feeling of the teachers has, throughout, been that the Bill, which is in no sense a contributory pension scheme, is of the nature of a special income tax levied on their salaries. This feeling, in the view of the secondary associations, is the less palatable in that it is not applicable to other public servants who also happen to have non-contributory pension schemes. After the second reading which was carried by a large majority, since the Labour Party was the only body which went into the opposition lobby, the Bill was considered by a standing committee, where various amendments were brought forward. The chief of these were intended to exclude from the operations of the Bill those teachers who do not receive the full benefits of the standard scales for elementary teachers or of the scales for secondary teachers, to ensure full compensation for those who under the Bill would be in a worse position than they would have been had they not previously withdrawn from non-Government pension schemes, and to safeguard the interests of certain classes of teachers particularly badly hit by its provisions.

WHEN the Superannuation Bill came up before Standing Committee B of the House, the first amendment moved was to substitute July 1st for April 1st as the date at which it should come into operation. This was opposed on behalf of the Government by Mr. Fisher, but the amendment was carried, the voting being 15 to 9. An unopposed amendment limiting the operation of the Bill to two years was passed by agreement. Mr. Fisher then moved an amendment that the contribution should not exceed the amount, if any, by which the salary of the teacher exceeded four-fifths of the salary upon which the Board was prepared to pay grant, *i.e.*, the standard Burnham Scales. Mr. Acland, on behalf of the Joint Committee of the four Secondary Associations, moved that "nine-tenths" be substituted for "four-fifths." During a very lengthy discussion it was made clear that the original fraction would have meant relief to elementary teachers, not receiving Burnham salaries, of no more than £20,000. As this sum would have been distributed among 14,675 of these elementary teachers, even setting upon one side a much larger proportion of secondary school teachers, the relief would have amounted to little more than a sovereign apiece, on an average, and it was vigorously opposed as utterly inadequate. Eventually, after a motion to adjourn put by Mr. Fisher had been defeated by 13 to 8, the "nine-tenths" amendment to his amendment was carried by 14 to 7, and proceedings terminated for that day, the Government having been defeated on three occasions.

NEXT morning, however, Mr. Fisher announced his decision to vote against his own amendment and, on a division, it was negatived by 12 votes to 10.

An amendment exempting from contribution all elementary teachers not receiving standard Burnham Scales was then put, but it was defeated by 18 votes to 10, and a similar amendment referring to the secondary Burnham Scales was, consequently, not moved. Other amendments, including two providing for the payment of 3 per cent compound interest on returnable contributions and for "contracting out" of the Bill under certain conditions, were defeated and, after Mr. Fisher had announced that provision had already been made under the Finance Act to exempt contributions from Income Tax, the Bill was duly reported to the House without further alteration. Amended to date back to June 1, and with the re-insertion of the "four-fifths" clause, it passed the third reading with little other alteration.

IT is very satisfactory that a way has been found of ending the unhappy dispute at Southampton. At one time it seemed as though the schools would be closed indefinitely. Feeling on both sides ran high, and in the end it was only the intervention of the Board of Education that led to a solution of the problem. As is usual in such cases, neither side obtained all it wanted. The Authority has indeed agreed to accept Scale III as the scale allocated to Southampton by the Burnham Committee, and while this may be claimed as a victory for the teachers, it is also a victory for good sense and a recognition of the morally binding force of a national agreement. But although Scale III becomes the recognized scale, the teachers have agreed to certain conces-

sions. Only the ordinary yearly increments are to be paid in 1922, 1923, and 1924, and the teachers will thus not reach their "proper point" until April, 1925. There is a further important proviso which is evidently intended to obviate another dispute when the scales come up for reconsideration in 1925. The Scale III to be adopted in that year is to be the scale agreed to by the Burnham Committee on or after that date. Thus the Southampton Authority has apparently pledged itself not to stand outside an extension of the national agreement, but to maintain Scale III for whatever further period may be decided by the Burnham Committee. Thus ends a dispute which has done grave harm to the cause of education in Southampton. It is to be hoped that all feelings of bitterness may now be allowed to subside, so that the damage may be repaired as quickly as may be.

THE Economy (Miscellaneous Provisions) Bill, in so far as it relates to education, will be regarded by Local Authorities as one-sided and reactionary. There

The Economy Bill.

may be excellent reasons for deferring the compulsory teaching of children until they reach the age of six, more particularly in rural districts, but to require local authorities to provide instruction for children between five and six, and to give parents the option of accepting it, will not make for either efficiency or economy. We are not advocates of unintelligent uniformity. If, however, some of the children begin their educational course a year later than others in the same school, it will assuredly complicate organization and classification. As the requirements of different areas vary so much, the sensible method would be to let the Local Education Authority determine, in each school district, whether the age of compulsory attendance shall be five or six. A still better alternative, in our opinion, would be half time for all infants. It may be hoped that the provisions enabling the Board of Education to limit any grants made by them to Local Education Authorities will be "temporary." The financial partnership has not been of long duration, and has not been a happy one. It is necessary, no doubt, under present conditions, to keep the dimensions of the educational garment within the limits of the available material, but the delay and irritation involved in the process, is, we understand, intolerable. As we have remarked on a previous occasion, it is essential for some system to be devised under which the State will bear an equitable proportion of what must be increasing expenditure without arresting necessary developments or vexatiously interfering with the discretion of local authorities.

THE plausible and ingenuous wording of this Circular of the Board was calculated, on a first reading, to allay suspicion and disarm criticism. The picture it sought to present to us was of a kind-hearted Board, discovering with pained surprise that they had been generously helping non-provided secondary schools, while all the time Local Authorities had been paying money to those same schools, and getting half of it back from the Board. This, they said, could really not go on any longer, and the conclusion seemed fair and reasonable. But on reflection one remembered that this scheme of aid had been in operation for many years, that it had been approved by Parliament, and that it was

merely a part of the machinery for giving support to schools which could not exist without it, and which were providing fully half of the Secondary Education in this country. It was seen that the result of the reduction in grant must be a corresponding reduction in efficiency or in numbers, unless the Local Authorities were prepared to make good out of the rates the money taken away by the State. And then, the whole inner meaning of the Circular became clear. It was simply another attempt to shift on to the shoulders of the local ratepayers a burden which had hitherto been borne by the taxes. That is the basis of a great many of the recommendations of the Geddes Committee, of which this was one. In this case, they put the saving to the Exchequer at half a million, so that is the sum which must be added to the local rates, if the schools are not to suffer. It is a characteristic example of Geddes "economy," and as such the Local Authorities have now detected and denounced it.

BUT Local Authorities will have none of it, and as the Board of Education declines to listen to protests or arguments, they are putting their case before

The Attitude of Local Authorities.

Members of Parliament in the shape of a Memorandum. Many of them have already declared that they can not increase their present contributions to these schools. It is the glaring inconsistency of the Board which is not the least ground of complaint. At one moment they deplore the insufficiency of the provision of secondary education as compared with America; at another, they advocate the increase of free places and scholarships; and then immediately afterwards, in an official Circular, issued without the authority of Parliament, they lay down a policy which will hinder and hamper half the secondary schools in the country, and inevitably result in the closing of some of them. The position of the Education Authorities is at present both anomalous and embarrassing. Anxious enough to reduce expenditure when it can be done wisely, they have, nevertheless, to watch every action of the Board, in order to resist "economies" which will merely shift the burden of payment, and "reductions" which will reduce nothing but efficiency.

THE Middlesex Education Committee is, apparently, suggesting that the Board of Education should modify its regulations which require that every grant-

Free Places in Secondary Schools.

earning secondary school shall admit, ordinarily, 25 per cent of its pupils as holders of free places. The proposal is the rather interesting one that the Board should withdraw the 25 per cent demand so far as *individual* schools are concerned. This would permit an authority to include more than 25 per cent of such pupils in some schools, but to accept less than that proportion in others. Bearing in mind the facts that the school life of free placers is often longer than that of fee-paying pupils and that, therefore, in many schools there are actually considerably more than 30 per cent of free placers, and that, on the other hand, the percentage in others would be considerably less, the proposition at least merits full consideration. Provided that the average percentage of free places in the secondary schools under a given authority was not lowered some such modification would possess one advantage. The districts from which different schools

draw their pupils vary considerably; in one the average financial position of the parents may be considerably better than in another. The school in the latter might well take more free placers, the former less, with no hardship resulting from such differentiation.

THE recent debate in the L.C.C. would have been more interesting if the decision had not been already made outside the Council Chamber. We agree with

Good Honours
Allowance
in London.

Major Gray that it is discreditable that an issue of this sort should be really decided at a party meeting; but the debate was useful if only because it

revealed the confusion that still exists on the nature of the Burnham Report. Half the argument against the retention of the good Honours allowances was based on the assumption that acceptance of the Burnham Report precludes an authority from going beyond the Burnham Scales, whereas the report expressly provides for cases in which an authority may have adopted a scale better than the Burnham Scale; most of the speakers on the same side assumed that the teachers had agreed to consider a lowering of the scales in 1925, whereas what the teachers agreed to was not to press for any improvement on the scales until 1925. As for the attempts to show that the agreement by which the teachers had been paid the good Honours allowance since 1920 was not binding upon the Council, although it would have been binding if it had satisfied Sir John Gilbert's definition of a bargain, only William Cobbett could do them justice. Miss Lawrence made a gallant attempt to persuade the Council to receive a deputation; Dr. Scott Lidgett moved the reference back of the recommendation, supported by Mr. Stewart Headlam; Mr. Pincombe moved to refer the whole matter to arbitration; and Mr. Gautrey and Mr. Ammon tried hard to get the L.C.C. at least to pay its own share; but whatever might be said inside, "that two-handed engine at the door," the Municipal Reform majority, "stood ready to smite"—and did smite; and one of the best things ever done by the L.C.C. for its best teachers has been swept away.

WE have Hospital Days and Lifeboat Days, Temperance Sundays and Citizens' Sundays, Baby Weeks and Health Weeks. One district of England

"Education
Weeks" and
their Value.

has an Education Week. How can such a week be best employed? Without considering too carefully the precedents already set, we would

suggest something of the following kind. There should, of course, be the ordinary speechmaking by local or national enthusiasts, with some opportunity for questions and three-minute speeches at the end of each conference. There should be demonstrations of pupils' work, practical (handicraft, needlecraft, &c.), musical, dramatic, and gymnastic. And here, too, there might be opportunities for questions and three-minute speeches; fond parents and well-meaning social workers dearly want to let off a little steam, whether in the form of grouching or that of praise. There should be the exhibition of apparatus (Montessorian and other) which we commonly find at educational conferences. But we suggest, in addition, a kind of apparatus hardly yet in existence. Wall-charts showing the developments of the sciences, arts, and ideas of man, from the earliest times to the present day, should be placed along walls and corridors;

and in particular there should be a wall-chart of *Education*, with portraits of great educationists near at hand. Again, there should be *celebrations* of Education, one, perhaps, devised for the man-in-the-street and one, more personal in its appeal, for teachers. Passages from Ruskin ("Tell me what you like, and I will tell you what you are," &c.), from Wells ("In a world lit and opened by education . . ."), and Chaucer's Clerk of Oxenford passage, with its exquisite ending, suggest themselves. There is, too, a fine song, "The Sower," by Nekrasof-Cui, the Russians. A celebration of Parenthood is also desirable, and one of The Child. The celebration idea is in the making; failing its full realization in the present, why should not *public specimen lessons* be a part of Education Week?

WE thoroughly approve of the recently issued appeal to English teachers of all grades for the adoption of a uniform grammatical terminology. Appeals of a

Uniform
Grammatical
Terminology.

like tenor have been issued from time to time by the Standing Committee on Grammatical Reform appointed by eight educational associations some

years before the war, but the present appeal comes with greatly enhanced authority. It is not merely signed by the presidents or chairmen of council of these associations; it is also the first step to render effective the recommendations of three recent educational commissions. When a reform is urged by three such representative bodies as those which have recently reported on Classics, Modern Languages, and English—commissions composed of men and women of widely different experience and outlook—it is obviously not to be dismissed as either impracticable or unimportant. Each of these commissions was confronted with the problem of securing sufficient time for its own subject within the inelastic limits of the school time-table; and each in turn was impressed by the waste of effort involved in our habit of teaching different languages with little reference to each other or to the grammar of the mother-tongue. It is one of the worst examples of the practice of keeping subjects in separate water-tight compartments, and losing the help they might give to each other. But that is not all. The unfortunate child has not merely to learn a new terminology with each new language; he has often to learn a new terminology in the same language, as he passes from one school to another, or even from one form to another in the same school. It is true that uniform terminology cannot be secured without some effort and some sacrifice of personal predilections; but the sacrifice is worth making in the interests of educational economy and efficiency.

THE stimulation of interest in local history and geography is now regarded as one of the functions of Education Committees. As the investigation develops, the instruction in this subject

Teaching of
Local History.

will undoubtedly grow in interest and value. Every parish and county has

its own individual history, of which generally it is proud; but such history is, as a rule, known only to a few. Local history is, in every instance, more or less associated with national history. It can therefore be assumed that a survey of local history will bring to light many items of information available to the complete history of the nation. Moreover, and this perhaps is of greater

value, the child's interest in its locality will be roused, its personal association with the past and present life of the nation recognized, and a sense of citizenship developed. The Kent Education Committee appear to be fully alive to the advantages of instruction in local history, for in this month's issue of their official gazette they have been fortunate to obtain from Prof. Allen Mawer an article on "The Survey of English Place Names." This article is one of several which have been published in their gazette on this subject. In this county the movement is to be further helped by the Kent Archaeological Society, who have agreed to co-operate with the survey and have appointed a committee to deal with the matter.

THE interesting and commendable experiment of adapting a private garden to the purposes of Education has for the past ten years been in operation at "Westfield," Reading, where Dr.

An Educational Garden.

J. B. Hurry has laid out a series of demonstration plots in which grow many varieties of plants used in industry and commerce. Tropical plants of economic importance may be seen in the adjacent conservatories. Every summer this garden is thrown open free to the general public, and more especially to teachers and school children, a printed and descriptive catalogue being supplied to visitors. There is also open to visitors a Museum of Economic Botany, in which can be studied the economic products derived from the plants growing in the demonstration plots and conservatories. Thus the plant is visualized in association with its products as used by man. The economic plants are arranged under four main headings: (i) medicinal plants; (ii) food plants; (iii) fibre plants; (iv) dye plants. In another part of the garden there is a series of economic trees, and a further interesting feature is an Old English herbary in which may be seen over sixty kinds of herbs and simples grown in this country during the Middle Ages, and frequently alluded to by such writers as Shakespeare, Chaucer, and Spenser. This novel scheme appears to have great possibilities of usefulness in the future, and Education Committees might well consider whether plots in school gardens could be utilized with advantage in the same way. The popularity of the garden at Reading indicates the great educational value of the scheme.

THE Report of the Committee of the Privy Council on Education in Scotland for 1921-22 is unusually barren. The keynote is struck on the opening page.

Report on Scottish Education.

"Education authorities," as one of H.M. Chief Inspectors remarks in his general report for 1921, "have had to ask themselves, not 'What can we do?' but 'What can we do without?'" For this reason, while progress has continued upon the old lines, we have few developments of note to report." In point of fact the signs of progress are as few as the developments. The most hopeful fact, indeed, is one for which neither Authorities nor Department have any responsibility. That is the continued increase in the number of pupils entering the Intermediate and Secondary schools. In the five years from 1913-14 onwards there was a rise of 23 per cent, as compared with 6½ per cent in the preceding five years. In 1919-20 the numbers rose 10 per cent; and in 1920-21, 14 per cent. This is so fine that it would be a huge pity if considerations of

a mean economy were to arrest this upward movement with all its great possibilities. Alongside the increase in secondary enrolments is a decrease in the number in attendance at the primary schools, the result of the war-time birth rate. The most interesting of the statistical tables given among the appendices to the Report is one showing the after career of the 88,776 pupils who left the primary schools during the year. Twenty-one per cent of these failed to pass the Qualifying Examination, and are presumably to be written down as the failures of the school system of Scotland. Of those who qualified, over two in twelve left without receiving so much as one year's supplementary instruction, less than six in twelve followed the supplementary course for upwards of a year, and over four in twelve proceeded to an Intermediate or Secondary school. Comparatively speaking, it is not a bad record, but it will need to be much better before the people of Scotland are as well educated as they ought to be. The school leaving age cannot be extended a day too soon.

THE question of the privileged position of Latin in the Arts Courses of our Universities has been freely discussed of late. It will be remembered that the Prime Minister's Committee on the position of Modern Languages in the educational system of Great Britain

Compulsory Latin.

recommended that "the study of Latin should not be backed by any kind of compulsion." The Report further states that compulsion in the study of Latin "drives students to uncongenial and unprofitable labour which is rarely carried beyond the worthless minimum of University requirement." Some little time ago the Senate of Queen's University, Belfast, decided to abolish compulsory Latin for Arts students at matriculation. It has now gone considerably further and removed all compulsion to present Latin throughout all the various stages of the Pass B.A. degree. The matter is one of great interest at present, because from the Modern Sides of our secondary schools there are students matriculating in large numbers who have passed in English and French, though up to the age of 16 or 17 they have done no Latin. Many of these students would like to read for an Arts degree in English, Modern History, or Modern Languages, but at present the Arts Faculties of our Universities are closed to them unless they are prepared to submit themselves to an intensive course of Latin, so that they may pass in that subject at matriculation and intermediate standards. Many of these students are unwilling to do so, and they either abandon all hope of a University degree or turn from the Arts Faculties to the Science or Commerce Faculties of the Universities. It will be interesting to note whether the action of the Senate of Queen's University, Belfast, will be followed by other University authorities.

IN April, 1921, an Adult Education Committee was set up to promote the development of liberal education for adults and to bring together national organizations concerned with the provision of adult education, with the view of securing co-operation between existing bodies and the establishment of local voluntary organizations that would co-operate with the Local Education Authorities. This Committee has now issued two reports. The first (Paper No. 1,

Report on Adult Education.

4d.) deals with local co-operation between universities, Local Education Authorities, and voluntary bodies. It is a brief but clear survey of existing methods of co-operation and will prove of value to all those who wish to get, rapidly, some idea of the position and of the problems to be solved. The Committee reports that an increased measure of co-operation between all the parties concerned is vital to the full development of adult education, and that they approve of financial aid being given through the Local Education Authority rather than by direct grants. While they approve of the recommendation of the 1919 Report that Adult Education Joint Committees should be set up to operate over wide areas, they doubt the wisdom of applying such a form of organization to small areas. Perhaps one of the most valuable suggestions made, is the formation of Consultative Committees to discuss methods of co-operation between voluntary bodies, to advise the Local Education Authority, and to bring to the notice of voluntary bodies the facilities which the Authority is prepared to offer. Such Consultative Committees could be set up at once to survey areas which might, in some cases, be larger than those of any one Local Education Authority. Some of their recommendations could, possibly, be carried out without interfering with any existing arrangements and without involving additional expenditure. Their work might very easily prevent any present overlapping and consequent waste and prepare the way for a wide extension of adult education when times are more favourable.

THE second report (Paper No. 2, 6d. net) deals with the recruitment, training, and remuneration of tutors. All those with any experience of classes for

Teachers for
Adult
Education.

adults will endorse the remark that the success of such classes depends to a considerable extent upon the willingness and ability of the tutors to throw themselves into the pioneer work of educational propaganda and to act as missionaries of education. As most of the tutors only take occasional classes their income is of a very precarious nature; this undoubtedly prevents many excellent teachers from undertaking the work. It is felt, however, that if there were a sufficiently large number of well-paid staff posts, there would be many who would be willing to give full-time service. All full-time teachers should be paid during periods of sickness, and all travelling and other expenses should be paid in addition. It is believed that if the Universities would bring to the notice of their students the opportunities afforded for social service by this kind of work there would be no difficulty in securing an adequate number of both part-time and full-time recruits. This propaganda should be accompanied by training courses so devised as to fit the recruits for the special difficulties connected with classes for adults. Such are some of the general recommendations of the Committee. They also make certain special suggestions with regard to University Tutorial Classes, University Extension Courses, and One-Year Classes. The Report contains a number of interesting statistical tables showing numbers of classes in various years, numbers and remuneration and length of service of tutors. From these it will be seen that if the number of tutors is small and their years of service not particularly numerous, their remuneration has not erred on the side of generosity.

TO many a schoolmaster the alleged duty of inculcating patriotism undoubtedly causes much searching of heart, because patriotism only too easily merges into jingoism. From an article in *The Patriotism. Nation* (American issue) we gather that "Americanism," the equivalent in the United States of jingoism, is becoming a real educational menace. An incompetent actor who plays on a patriotic theme and waves the national flag may make a triumphant exit, whereas a teacher who states that Wagner was a respectable composer runs the risk of losing his job. In this country we may be said to have passed through that stage, but we are not out of danger by any means. What we all need to realize is that, as the writer of the article says, patriotism, like family love, needs no inculcation. It needs only direction. In other words, it is ignorant and uneducated patriotism that constitutes the real danger. The teacher has to find a mean between jingoism and a misty cosmopolitanism which takes no account of some of the most obvious facts of human nature. It is true that patriotism is not the only virtue that may become "the last refuge of the scoundrel," but the latest proof that it is one of them has recently been given in the Law Courts. On the other hand, love of country is a fact not only to be reckoned with, but also to be rejoiced in. In order that it may play its right part in individual development, we need, and apparently America especially needs, "not more flag-waving, but more tolerance and more knowledge."

EDUCATION WEEK AT WEST HAM.

WEST HAM'S Education Week will go down in the annals of the Borough as its Wonderful Week. The six months' preparatory work of a great army of helpers, in which the teaching profession naturally provided the largest battalions, has been crowned with success. There has been a stirring of the waters; the general interest and imagination in all forms of educational work has been so quickened, that when the next chance of advance comes, it will be welcomed, at any rate in West Ham, by a keen and enlightened public opinion.

The week began on a Sunday and finished on a Sunday, for as the Education Week Handbook says, "Jesus Christ was once a little child. He was also a teacher who taught with authority. Education Week therefore makes its appeal to all who bear His name and profess His Faith." Two official services were arranged at which the Mayor and members of the Corporation and Education Committee were present.

The inaugural service was held at the Old Parish Church, and the closing service at the Plaistow Congregational Church where John Curwen, the founder of the Tonic Sol-fa System, ministered for twenty-three years. At this service a most inspiring sermon was given by the High Master of Manchester Grammar School. Other preachers included Mr. E. J. Sainsbury, Vice-Chairman of the N.U.T., Professor John Adams, and Mr. Ernest Barker, Principal of King's College.

Enthusiastic mass meetings were held, one at the beginning of the week, in the north of the Borough at Stratford, and another at the end of the week in the South. The first was addressed by Mr. F. J. Leslie (Hon. Secretary, Association of Education Committees) and Miss Margaret Bondfield; the second by the Rev. Stewart Headlam, Mr. Paton, and Mr. Mactavish (General Secretary, W.E.A.). Twice during the week the Borough Theatre was packed from floor to ceiling with parents who had come to see

the history of West Ham illustrated in Animated Tableaux by over one thousand children. Demonstrations illustrating the teaching of English by the Dramatic Method were given at various times in different parts of the Borough and in every case the Halls overflowed with interested parents. Two Open-Air Concerts were given by a choir of three thousand children and an Evening Concert by a choir of three hundred at which Demonstrations in Sight Singing were given.

Throughout the whole week, Exhibitions of School Work from every type of school were on view in the Town Hall, Stratford, and in the Public Hall, Canning Town. The Municipal College was thrown open, and an Exhibition devoted to the History, Industry, Literature and Art of West Ham was held at the Red Triangle Club, Plaistow. Special exhibits were also on view at the Museum. Athletic Festivals and Swimming Demonstrations also formed an important part of the week's festivities.

It should be noted that the competitive element was rigidly excluded as the exhibits bore neither the name of the pupil nor the name of the school, and that the necessary financial support was voluntarily provided.

In the Handbook which was prepared as a guide, as a stimulus to thought in Educational matters, as a programme and a souvenir of the week and Festival, and as an illustration of work that West Ham is doing in literature, art and craftsmanship, the names of the workers and contributors are conspicuous only by their absence. Not even the author of the poem, selected by Quiller-Couch as the best sent in by West Ham poets, is known.

Perhaps the feature of the week, which will produce the most permanent effect, was the series of open days and evening meetings organized in nearly every one of the departments of the Council's Schools. The parents came in crowds and were obviously delighted to see their children at work and at play, and they eagerly availed themselves of the opportunity provided for talks with the teachers.

The Week came as a revelation to many; again and again one heard the remark, "I had no idea that such great and varied work was going on." Even some whose educational horizon is bounded by the vision of "Rates" were constrained to admit that the Borough was getting value for its expenditure on Education.

One other striking feature of the festival is that it has developed and stimulated the sense of common citizenship in the Borough. It has made the burgesses of West Ham realize that they are citizens of no mean city. Men of all parties, of all creeds, teachers from all types of school worked together quietly, unselfishly and enthusiastically for the one object—the Spiritual, Intellectual and Physical well-being of **THE CHILD**.

FREDERICK WILLIAM SANDERSON.

THE tragically sudden death of the Head Master of Oundle on June 15 has removed from the educational world one of its greatest head masters.

Sanderson went to Oundle with a singularly wide experience. His life at Durham gave him an insight into the working of one of the northern Universities. Here his views in theological questions crystallized into a clear faith, and this experience and training proved a valuable preparation for his undergraduate career at Cambridge. After graduating at Cambridge as 11th wrangler he was for some years science master at Dulwich before being appointed Head Master of Oundle in 1892. He had thus taken University courses in both Theology and Mathematics, in widely differing atmospheres, and had some years' valuable experience in the teaching of a third subject, Natural Science, in a third environment. The variety of this apprenticeship resulted in a remarkable breadth of mind and a conspicuous humility—two of his leading characteristics.

When he arrived at Oundle he found a school of some 60 or 70 boys, and he at once started to build up that great public school of to-day which will be a memorial to him for all time. The creation of one of the greatest of public schools is in itself a magnificent life's work, and in this respect Sanderson ranks equally with Thring and Arnold, thus completing the trinity of outstanding modern public-school head masters. In one respect, however, his achievement was more remarkable than that of either of the other two. Not only did he create a school but he created a new spirit and a new method.

He was the first educationist to realize that boys loved doing things but hated learning things. He therefore deliberately sought every opportunity of affording the boys facilities for manual work. The wonderful science laboratories, engineering shops, botanical gardens, experimental plots, woodwork shops, and so on, are unsurpassed by any school in the country.

He soon discovered, as he had prophesied, that after boys had begun to do things they soon wanted to learn in order to be able to do more, and thus for the first time in the history of education in England, a school existed where boys were only too anxious to learn and to understand so that they might be able to solve their own problems and be in a position to tackle new ones. In fact by taking boys up to the top of Mount Pisgah and giving them a glimpse of the glories beyond, he found that they were willing to go back and do their forty years in the wilderness. This method he applied to the humanities as well as to the sciences. The principle of co-operative work is one of the many remarkable features of the Oundle system. In English, in History, in Geography, in Political Science and Economy, we see groups of boys striving with each other to reach a common end, instead of individual boys striving against each other for selfish motives.

The spirit and service of Science were exemplified in every subject in the curriculum; knowledge was sought for at Oundle as at no other Public School, and although Sanderson lived to see his seed develop into a wonderful plant, the fruits of his labours are for us to gather.

WIRELESS TELEGRAPHY IN RELATION TO GENERAL SCIENTIFIC WORK IN SCHOOLS.

BY P. BOLTON, OUNDLE SCHOOL.

THE part that experimental work in Wireless Telegraphy should play in the general scientific work of schools requires careful consideration. An interchange of ideas between those interested in this aspect of the matter would doubtless prove of value, especially in view of the widespread interest attracted by the probable development of "broadcasting."

For some years past, but more especially since the war, we have found a large number of boys keenly interested in wireless work. The development of the thermionic valve and with it the introduction of comparatively inexpensive receiving sets have stimulated this interest. At the same time the experimental difficulties of securing satisfactory results—at any rate, as regards reception—have been so reduced that there may be some risk of a corresponding falling off in the appeal to real scientific interest.

At Oundle we have had this possibility in mind and have tried to avoid the pitfalls of what, for want of a better term, may be called "amateurism." Nevertheless we must realize that many boys whose interests are at first restricted in this way, may be attracted to a more serious study of the science, and no avenue to such development should be closed for want of a little sympathetic consideration of the boy-amateur's efforts.

The work here is largely in the hands of members of the School Science Society, and little formal teaching of the

subject has been attempted. There has always been a steady flow of boys who have acquired, from their general scientific work in the school, sufficient knowledge and experience to enable them to appreciate the literature of the subject and to carry out experiments with a reasonable degree of success. In conformity with the established practice in this school, a considerable measure of freedom has been allowed in the use of the apparatus, and the boys have had the fullest opportunities of trying out the ideas which they have acquired from their own observation or reading. This privilege has never been abused and has been invaluable in preventing any tendency to regard the apparatus as a box of mysteries capable of certain effects after a few adjustments whose purpose is ill understood, or, worse, has not been considered at all.

Opportunities are taken to interest the school by means of lectures given usually by the boys themselves in the winter terms. These may take the form of a general description of the principles involved or of some more specialized subject, such as the properties of thermionic valves. They are usually illustrated by experiments and will enlist the services of several assistants. Among recent lectures of this kind, I find in the *Journal of the School Science Society* talks on "The Principles of Wireless Telegraphy," "Electric Discharge through Gases," "The Development of Wireless Telephony."

At least once a year, usually on Speech Day, a Scientific *Conversazione* is given. This is of a general nature, but includes many experiments on the phenomena of Wireless Telegraphy and Telephony. It is meant to illustrate both the History or the Romance of Science and some of the results of the most recent researches. Many experiments shown for example at the annual *Conversazione* of the Royal Society have been repeated. For this purpose the boys are set entirely free from ordinary work for a week or more, and devote themselves to some special piece of experimental work. They work in small groups preparing their experiments and reading the original authorities or standard text-books. At the *Conversazione* they are expected to give an account of their work to their fellows and the visitors. In this way some sixty or seventy boys may be engaged in the Physics and Engineering laboratories alone, and many of these are drawn to experiments, either directly or indirectly, concerned with the phenomena of electro-magnetic radiation. Thus the programme of 1921 included a repetition of Hertz's original experiments, Lodge's Resonant Jars, the working of the Coherer, Duddell's Singing Arc, Spark sets with crystal detector, Continuous Wave Telegraphy and Telephony, Mechanical Analogues of Coupled Circuits such as that devised by Professor Barton and shown by him to the Royal Society, Three Electrode Valve giving oscillations of musical frequency—again copied from the *Conversazione* of the Royal Society. This year it was intended to illustrate more completely the progress of wireless work. The value of such work impresses us more with each repetition, and certainly it leads to a fuller appreciation and understanding by those boys who are directly interested in Wireless Telegraphy, besides inspiring a fresh stream of enthusiasts in that and other directions.

In the Physical Laboratories every facility is provided for the study of special points arising out of the work such as valve characteristics or for the measurement of the various constants of the apparatus—capacity, resistance of grid leaks, and the like. The workshops are available in the boys' own time for the making of apparatus for sets for home use, and a number of boys are usually to be found in the winter terms taking advantage of these opportunities.

In regard to equipment the guiding principle is that the school should have available for the boys the best apparatus reasonably possible. For some years excellent service was given by two spark sets with crystal detectors made by The British Wireless Telegraphy Company. These are still extremely useful as affording the simplest

illustration of the fundamental principles governing the oscillations in an aerial circuit.

Since the war we have acquired two Mark III* Trench sets in which the principle of heterodyne reception is employed. With the aid of a three valve amplifier and a Brown's loud speaking telephone a large number of boys can listen at the same time. With this apparatus all the concerts given by the Marconi Company some time ago and the more recent ones from Holland have been successfully received and have usually attracted an appreciative audience.

In order to give practice in manipulation, the opportunity is taken by boys told off in turn from suitable classes to take the Eiffel Tower time signal and note the errors of the school standard clock. To facilitate operations of this kind it has been found convenient to fit up a large cupboard in one of the laboratories for the accommodation of the sets. The high and low tension batteries are contained in a separate lower division of the cupboard, and are wired up to suitable plugs. The rest of the equipment is conveniently disposed so that all adjustments can be made without removing the apparatus. In this way regular practice can be obtained without excessive expenditure of time in collecting apparatus together, even where it is impossible to devote a separate room to Wireless apparatus.

Similar Mark III Trench sets have been issued to the signalling section of the Officers' Training Corps where regular practice is carried out in the use of the Morse code. It has therefore been found unnecessary to provide any other means of teaching the code.

As time went on it was inevitable that interest should shift towards the problem of transmission of Telephony. A small booster set was made up by coupling two small direct current machines. In this way a 300-volt supply was obtained. One of the transmitting sets was modified for telephony and after some trials fairly satisfactory results were obtained.

Last year a youthful enthusiast conceived the idea of transmitting a rendering of the Messiah which was being given by the boys with the whole school taking part in some of the choruses. This brought us face to face with many difficulties, and eventually a new transmitting set for the transmission of higher power was obtained from Messrs. Burndept. A generator designed to give one thousand volts was installed in a small room which has now been appropriated as a transmitting station. In this instance the attempt can hardly be regarded as completely successful, though reports of satisfactory results were received from stations as far north as Aberdeen. It is hoped to renew the experiment later on, when greater attention will be paid to the selection of a suitable microphone and to the solution of other difficulties which were encountered.

Other apparatus includes a long wave receiving set and a high frequency amplifier, both made in the school. There are also wave-meters and amplifiers and a recent gift of a Marconi Magnetic Detector from the Wilkinson Engineering Company.

There are two separate aerials arranged at right angles so that eventually we can make and experiment with apparatus for directional work.

From what has already been done, we see our way towards many other problems which afford ample scope for the work of the immediate future and, provided that the measures outlined above remain as successful as they have been to the present, there seems little need to fear any diversion of interest from the more scientific aspects of Wireless work.

MR. H. J. WARING, who has succeeded Sir Sydney Russell Wells as Vice-Chancellor of the University of London, is Vice-President and Lecturer in surgery at St. Bartholomew's Hospital Medical College, a member of the Council of the Royal College of Surgeons, and a member and treasurer of the General Medical Council.

CIVICS, WITH SPECIAL REFERENCE TO GIRLS,
CHILD WELFARE, AND MATERNITY.

By E. M. WHITE.

THE scope of modern Civics extends very widely, and links together many subjects, drawing them out of the classroom into the home, the street, the workplace, and every sphere of daily life. All young people should be guided in the study, theoretical and practical, of citizenship in such a way that permanent interest is aroused and developed into a desire for active participation in the progress of some section of reform. The guidance would involve inculcation of knowledge, and this would include sketches of the history of great citizens throughout the ages, of the development of family life, villages, towns, and cities, and their significance to civilization, the history of the pupils' own district, accounts of industries, the growth of education, local and central government, the story of the British Commonwealth, and some touch with current events. Wisely and widely directed, this study leads to enhanced interest in conditions here and now, so that an intelligent grasp of present problems, events, and politics is obtained, together with the wish for further improvements.

For too long Civics has been regarded as limited to rates and votes and dull details of administration. The broad historical aspect must always be taken, and special reference be given to minor issues in subordination to the great whole of civilization, with nearly all of which is the citizen, as such, deeply concerned. Though a modern Civics syllabus should always follow the same general plan outlined above, yet details and items can be selected with a view to special needs. With girls personalities should be emphasized rather than mechanisms of administration, which interest boys more strongly. More appeals to feeling, in an indirect way, and visions of the future rising from present-day facts, are also specially suitable for girls, but it cannot be urged too strongly that nothing must be mere sentiment; all must be based on fact and history, for experience, and not theory, is the guide in Civics.

When dealing with the lives of citizens, and their work and inspiring influence, those chosen must be both men and women: Pericles as the beautifier of the city, Joan of Arc as the inspirer of patriotism, Edwin Chadwick and his passion for sanitation, Elizabeth Fry as a reliever of suffering, Margaret McMillan and her care for children, are a few examples, but it is best for each teacher to make her own selection according to her own interests. The points to be emphasized in these accounts are:

- (a) Ways in which the person dealt with served the community,
- (b) How this was done in addition to the citizen's ordinary occupation,
- (c) Any parallels or connexions with the present,
- (d) The variety of openings for citizens of all grades of capacity to give service.

Villages in earlier and later times have much in their history of special interest to girls: details of home life can be noted as well as outside work, the tilling of the ground by women in early times, the making of the home by women, the making of clothes and the preparation of food in the middle ages, the work of Women's Institutes* at the present day, and their influence in widening and brightening the lives of cottage women, the need for more social life in villages, other improvements desirable, such as better sanitation and more comfortable cottages. Village industries are increasing, and women are mainly concerned in the carrying on of these.

With towns a similar procedure can be followed, and in addition the work and influence of medieval guilds, for women as well as men, can be taken. Towns and cities

of the present and the future offer many problems to, and much scope for, the work of women, who should be specially interested in the following sections of the subject: housing improvements (bath rooms, day nurseries, cupboards, electricity), ideal homes, communal kitchens, municipal washhouses, improved sanitation, town planning, open spaces and playgrounds for children, beauty in buildings, facilities for recreation and culture. Accounts of such places as Letchworth, with its attempts at communal housekeeping, &c., and descriptions of its houses and factories, would instil a desire for similar advantages in the pupils' own district. If possible, a visit should be paid to any model village or garden city or suburb near.

In all cases throughout a Civics course the teaching should be as concrete as possible, with pictures, maps, charts, and other illustrations (some of which can be supplied by the pupils), and with constant reference to any points that touch the pupils' own lives. Pupils themselves should be encouraged to bring cuttings from newspapers, &c., and illustrations of all kinds in connexion with any points in their lessons, and these can be pasted in their note-books. It has been found by the writer that this plan much enhances the interest, and in a very practical manner intimately connects study and outer life. In some cases the habit will be continued after schooldays, and in all cases the value of such illustrated note-books is much increased.

A great deal of particular moment to girls and mothers is included in the next section—local government—especially when dealing with the present activities of local authorities. Many of these activities have child welfare as their object. The education committee and the medical officer for health are two of the main channels serving the children, and some account can be given of the school system of the district, of doctors' and nurses' visits, the work of the school clinic, of care committees, labour exchanges, &c. A hint may be given that women of quite ordinary capacity can serve in many directions in connexion with local authorities, but it is never wise to press the duty of such service; interest and innate goodwill are sufficient to inspire the wish, and the Civics lessons give the knowledge that will direct efforts. What advantage the local authority has taken of such laws as the Feeding of School Children Act, or the Fisher Act of 1918, should be referred to, and any omissions on the part of the City Fathers and Mothers named. Various voluntary societies and their work might be taken at this stage, such as the National Society for the Prevention of Cruelty to Children, the Children's Fresh Air Fund for London, the National League for Health, Maternity, and Child Welfare†, and other such efforts for the amelioration of child life. Special mention can be made of National Baby Week, held in the first week of July, and following the lines of the Baby-Week Campaigns in the United States. If the municipality wherein the pupils live is arranging for an exhibition and lectures in connection with Baby Week, the girls may visit the exhibits and hear the simpler lectures. The Civics teacher can enumerate the ways in which good health and sensible upbringing react on community life and institutions, and can direct her pupils in discovering the differences that would be made in social life, institutions, and rates if preventable disease and weakness were stopped.

In addition to general knowledge of the State, girls can have more details of such aspects of national life as deal directly with what appeals to the maternal instinct. When the historical foundation of this section of the subject has been laid, and present-day conditions are being discussed, some mention can be made of questions like those of mothers working outside the home, the endowment of motherhood, rights of parents over their children, a family wage, maintenance of school children, and other such topics. Factory laws restricting the work of women and children,

* Particulars can be obtained from The Federation of Women's Institutes, 72 Victoria Street, S.W. 1.

† Information can be obtained from The Secretary, 117 Piccadilly, London, W. 1, or from the local centre.

the Representation of the People Act of 1918, women magistrates and women on juries, are additional items of interest to girls, and ultimately relevant to child welfare.

Other subjects can also be brought to the aid of Civics, especially that of Hygiene in its widest sense. Laws of sanitation, prevention of disease, purity of food, milk supply, &c., and the lives of such citizens as Pasteur, Sir Ronald Ross, &c., are of civic consequence. It will be a pleasant exercise for a teacher imbued with the civic spirit to extract from any subject sections that specially concern the citizen as such, and this can be applied particularly to the sphere of girls, maternity, and child welfare.

In a general sense the future mother needs to know all about the environment of her child and its probable influence, all about the educational possibilities, and the future occupation. She needs to study Civics according to the formula used by Prof. Patrick Geddes—Place, Work, People—and the teacher can best help her by disclosing to her how these three aspects of her district affect her daily life, and then connecting them with the larger life of the country, and finally of the world. To take merely two items in this wider view: emigration as a means of providing homes, and the League of Nations as a means of averting war, are of high import to maternity as such. In fact, from one point of view all Civics study is of value to the maternal spirit, for the general culture and sense of the world that the subject produces in its students are assets to motherhood in that they induce a greater respect in children for the mothers, who, unconsciously perhaps, but inevitably, widen the thoughts and interests in the home through their attitude and knowledge.

For all citizens Civics is now a subject of practical importance, as since the war there has been an increase of the concern felt about outer affairs, current events, and present problems. All are implicated in the reorganization of the world, a process carried on by women as well as by men. In the study of Civics, however, there should be no trace of any divergence or antagonism between the sexes; the good of the community is served by each, the efforts of neither can be dispensed with. The study should give the necessary foundation of knowledge and arouse the interest which lead to the sense of devotion that characterizes the complete citizen, whether man or woman.

PERSONAL PARAGRAPHS.

SIR SYDNEY RUSSELL WELLS was elected Vice-Chancellor of London University in November, 1919, and he has passed through an eventful and important period of office, characterized by broad-minded action and impartial balancing of the interests of all branches of University work. He has fought unceasingly for the University as a whole, and the dignity of the University has been firmly upheld by his stricter observance of ceremony. A supporter of the view that any branch of intellectual activity which is important in the life of the community affords good ground for University training, he has been mainly responsible for the institution of degrees in Commerce and in Estate Management. As a prospective Unionist candidate for the parliamentary representation of the University he is being supported by the Teachers' University Election Association.

LONDON teachers in particular will feel a deep personal loss in the retirement of Professor John Adams from the Principalship of the London Day Training College. Prof. Adams is a native of Glasgow and he had an extensive career in Scotland before coming south. In reporting, with regret, his retirement the London County Council Education Committee say: "Professor Adams came from the University of Glasgow in September, 1902, to fill the chair of education in the newly-organized teaching University of London and to be the first Principal of the Coun-

cil's University training college. Under his headship the London Day Training College has attained the dignity of a school of the University, has become the recognized centre of pedagogical activities in London, and has gained a widespread reputation throughout the country and abroad. In addition to the students who have taken the regular course of training at the college, many of whom have already reached distinguished positions in the educational world, thousands of London teachers of all grades have been attracted to Professor Adams' lecture room and have carried his influence into the schools; while his writings and public addresses have done much to enlighten general opinion upon educational matters. He retires the recognized doyen of his branch of the teaching profession, after a career in which his experience, ability, and learning have been of conspicuous service to the cause of education."

THE promotion of Professor T. P. Nunn to succeed Professor Adams as Principal of the London Day Training College, in accordance with the unanimous recommendation of the College Council, will receive the unqualified support of all branches of the teaching profession. Dr. Nunn is a graduate of London University, having taken the degrees of B.Sc. (Honours), B.A., M.A., Teacher's Diploma, and D.Sc. He has had thirteen years' experience in secondary schools, two years in L.C.C. technical institutes, and three years in evening classes for working men. He has been Vice-Principal of the Day Training College since 1905, and Professor of Education (University of London) since 1913. He was president of the Training College Association (1914-15), president of the Mathematical Association (1917-18), first chairman of the education section of the British Psychological Society, 1919-21, and he has written a number of books and made many contributions to learned societies.

OLD BOYS of Christ's Hospital will feel deeply the death of the Ven. Arthur U. Upcott, Archdeacon of Hastings, who was head master at the school from 1902 to 1919. A native of Devon, Dr. Upcott was educated at Sherborne school and Exeter College, Oxford. His earlier teaching experience was gained at St. Mark's, Windsor, and Westminster School under the renowned Dr. Rutherford. He became Head Master at St. Mark's in 1886 and in 1891 he accepted the headship of the Clergy Orphan School, Canterbury. His great school work began, however, in 1902 when the Governors of Christ's Hospital selected him as successor to the Rev. Richard Lee, and on him rested the main responsibility of organizing and establishing the school in its new home at Horsham. During his tenure of seventeen years the educational scope of the school was widely extended, chiefly in the variety of courses available for boys in the top forms.

THE passing of Miss Ethel E. Houliston has deprived the Girls' County Intermediate School at Abergavenny of a most able and devoted head mistress, and the cause of education in South Wales and Monmouthshire of a keen and ardent supporter. Miss Houliston was educated at the Bedford High School and Newnham College, Cambridge. She was placed in the second class of the Historical Tripos of 1890, and subsequently took her M.A. degree at Trinity College, Dublin. After some years teaching at the Hull High School and the Wakefield Girls' Grammar School, she was chosen in 1897 out of a strong field of candidates as head mistress of the new Girls' School at Abergavenny, and here her real life's work was done. From the very first there was no doubt that the right appointment had been made. Miss Houliston's energy, power of organization, and enthusiasm ensured the immediate success of the school. High honours and scholarships fell time after time to her pupils in the Central Welsh Board Examinations, and many of them proceeded to the Welsh University Colleges at Cardiff, Aberystwyth, and Bangor. A considerable number

of the girls entered the teaching profession and Miss Houlston felt and at the same time rejoiced in, the great responsibility involved in their training. She strove with success to maintain a high standard of school morality and the religious side of education was very real to her. While she personally held strong Church views, tempered by common sense, she was extremely careful never to allow them to bias her teaching, but at the same time her religious instruction was very real and conscientious. She was a strict disciplinarian, but knew when she might relax, and her relations with her staff, and with her girls, were most affectionate. They looked up to her, admired her, and loved her. Most conscientious herself in all matters connected with the school, she looked for the same quality in others, and hundreds of her old girls will gratefully acknowledge how much they owe to her personal example and her influence.

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MR. E. REYNOLDS, the newly-appointed Head Master of the Watford Grammar School, was educated at Oakham School. He went up to Cambridge with an Open Mathematical Exhibition in 1894 and graduated 1st Senior Optime in the Maths Tripos, 1897. After holding appointments at the Cathedral School, Ely, and Worcester Royal Grammar School, he became Head Master of Northampton School in 1907. A great believer in school games, Mr. Reynolds has often captained the Northants Club and Ground elevens. Many of his old scholars have secured county caps, and several have obtained their Blues at Oxford and Cambridge. Mr. Reynolds was a member of the Departmental Committee which reported in 1918 on "Salaries in Secondary Schools and Institutions for Higher Education." He resigned from Northampton in 1921 and was appointed on the Secondary School Inspectorate under the Board of Education.

* * *

DR. J. W. McLEOD, O.B.E., who has been appointed the first occupant of "The Sir Edward Brotherton Chair of Bacteriology" of the University of Leeds, was educated at George Watson's College, Edinburgh, College Cantonal, Lausanne, and Mill Hill School. He graduated M.B., Ch.B., with commendation, at Glasgow University in the summer of 1908. After acting as House Physician at the Glasgow Royal Infirmary and house surgeon at the Glasgow Western Infirmary, he gained the Coats Research Scholarship and worked for a year under Professor Muir, F.R.S. In the following year he was awarded the John Reid Prize for the best piece of research work on a medical subject at Glasgow University, and later he was elected to a Carnegie Research Scholarship. He joined the R.A.M.C. in 1914, and in the following year took charge of a mobile bacteriological laboratory in France. In 1919 Dr. McLeod was appointed to the post of Lecturer in Bacteriology at the University of Leeds, and has continued to hold that post until the present time.

* * *

By the sudden death of Dr. W. H. R. Rivers, University circles have suffered a great public and personal loss. A pioneer in the study of anthropology, his breadth of sympathy was particularly valuable in extending the appeal of this new science to men of all types of view. Born in 1864, he was educated at Tonbridge and St. Bartholomew's Hospital. He was a Fellow and Praelector in Natural Sciences, St. John's College, Cambridge, and President of the Royal Anthropological Institute and Folk-lore Society. During the war he served as captain, R.A.M.C., and among other appointments held that of psychologist to the Central Hospital, Royal Air Force. He was also president of the Section of Anthropology, British Association, 1911, and was awarded the Royal Society's Royal Medal in 1915.

ONLOOKER.

CORRESPONDENCE.

THE SHELLEY CENTENARY MEMORIAL AT WARNHAM. *To the Editors of The Journal of Education and School World.*

SIRS,—The Centenary of Percy Bysshe Shelley's death fell on July 8, 1922. The time is therefore ripe for putting into execution the belated designs for commemorating the Centenary of the poet's birth which we initiated in 1892. We then organized the celebration at Horsham (August 4, 1892), which had for its ultimate object the establishment of a Shelley Library and Museum in that town. The appeal, asking for support in realizing this design, was signed by many representative leaders of the English speaking peoples. Among the signatories appeared the names of Lord Tennyson, George Meredith, Alfred Austin, Andrew Lang, W. M. Rossetti, Onslow Ford, William Watson, William Morris, Thomas Hardy, Walter Crane, H. Rider-Haggard, Frederic Harrison, G. F. Watts, Lord Leighton, Walter Besant, Dean Farrar, Marion Crawford, the then Bishop of Ripon, Henry Irving, Leslie Stephen, Edmund Gosse, Edmund Clarence Stedman, Thomas Bailey Aldrich, Richard Watson Gilder (these last three representing America), and Gabriel Sarrazin, with some two score names besides of persons of distinction in art, letters, and affairs.

The celebration at Horsham was a conspicuous success; but owing presumably to political pre-occupations at the moment, the actual financial response to the appeal was wholly inadequate notwithstanding the warm approval of the scheme by the Press of the world.

No alternative plan for employing the money collected secured the support of the promoters until the idea was hit upon to erect at Warnham, on a site as near as possible to Field Place, where the poet was born, a rural seat, wrought in stone, constructed to afford both rest and shelter to visitors. This suggestion met with the warm approval of practically all the signatories to the Centenary appeal living at the time of its inception, including Mr. Thomas Hardy, Mr. Frederic Harrison, Mr. Edmund Gosse, Mr. Walter Crane, Mr. Theodore Watts-Dunton, Mr. Thomas J. Wise, Mr. Austin Dobson, Dr. Boyd Carpenter, Mr. W. M. Rossetti, Mr. H. S. Salt, Mr. Buxton Forman, and Miss Alma Murray.

The late Mr. Walter Crane, an ardent Shelleyan, having expressed a wish to carry into effect the idea of the co-trustees—the erection of a canopied seat, set in with a bas-relief in bronze emblematic of some striking incident of the poet's career, as, for instance, his sudden death foreshadowed in the closing stanzas of "Adonais"—was requested to make the necessary drawings.

These very beautiful designs, completed by Mr. Crane just before his death, after his decease were mislaid, and have only come to light recently in the effects of the late Lieut. Lancelot Crane. Mr. Lionel Francis Crane, the architect, the elder son of Walter Crane, has now executed working drawings from the designs of his father. Estimates have been obtained, from which it appears (the cost of masonry having increased so greatly) that the outlay will approximate to £800. Of this sum upwards of £400 is in the bank (London, County, Westminster and Parr's) at Horsham.

We venture to make an appeal to the lovers of English literature and to the appreciators of Shelley's genius to supply the deficiency.

Donations should be sent to us at the addresses given below, and cheques should be crossed "Shelley Centenary Memorial Fund."—Your obedient servants, JAS. STANLEY LITTLE.
Chichele, Penn Hill Avenue, Parkstone.

J. J. ROBINSON.
"West Sussex Gazette," Arundel.

WOMEN'S HOLIDAY FUND.

To the Editors of The Journal of Education and School World.

SIRS,—May we once more through the columns of your paper plead the cause of the working women of London, and thereby secure for some of them at least the chance of a fortnight's respite from the toil and dull monotony of their daily lives?

We want more help to enable us to lighten the burden of the mother of a large family whose work is never ended and who

hardly knows what recreation means, of the lonely woman who, dependent on her own modest earnings for her livelihood, carries on patiently, year in, year out, the dull struggle for existence, haunted by the fear of one day losing even that small income.

The Women's Holiday Fund is striving to give to as many as possible of these tired and overburdened women the happiness and rest which a holiday should always bring.

The full cost of a fortnight's holiday, including railway fare, is about £3. £3 10s. will pay for a mother and baby. Towards this the applicants contribute what they can, according to their circumstances. Some, indeed, having once tasted the joy of a holiday, begin saving up for the next year directly they return home.

The Society starts this year heavily handicapped and with no balance in hand, and it depends largely on a generous response to this appeal if merely the standard of last year's work, when applications were strictly limited, is to be maintained.

A correspondent writes, "Your appeal nearly went into the waste-paper basket, but I happened to meet a woman in the street looking perfectly radiant, and I heard from her that she had just returned home after a fortnight's holiday, and how lovely it had all been and how well she felt, and so I thought if my small donation could only help to bring that radiant look on another woman's face, you should have it."

Is it too much to hope that all who read this appeal may likewise wish to bring a radiant look into another woman's face, and will send a donation, large or small, to: The Secretary, Women's Holiday Fund, 76 Denison House, 296 Vauxhall Bridge Road, S.W. 1.

A. F. LONDON,
MANUEL J. BIDWELL,
J. SCOTT-LIDGETT,
HELEN A. POWNALL (Chairman of Committee).

SCRIPT HANDWRITING.

To the Editors of *The Journal of Education and School World*.

SIRS,—I understand that Dover Education Committee has condemned the system of Script handwriting, and that at least one important London bank turns down all applications for positions without further consideration if the applicants make them in Script.

This is in essence an attack on a modern educational method which has justified itself over and over again by the admirable training it gives to immature caligraphy. If persisted in as a general objection it will constitute a serious handicap to the rising generation.

Bankers, and others, should recognize that Script, particularly Sloping Script, is such a basis for the formation of a clear, legible hand as none of the methods of writing-masters for generations past have attained. Its success as an educational training is beyond all doubt.

Let business men and local authorities realize that the choice in future lies between the adoption of Script and adapting it to their requirements on the one hand, or tolerating the formless, illegible scrawl which they have complained of for years.

Yours, &c.,

CHARLES MARSHALL.

2 Ranelagh Avenue, Hurlingham, S.W. 6.

HOLIDAY CONFERENCE ON SPIRITUAL VALUES IN EDUCATION AND SOCIAL LIFE.—The President of the Board of Education is to give the Presidential Address at this Conference which is to be held at Oxford from August 15 to August 29. Among the other speakers are A. Clutton Brock, Delisle Burns, G. D. H. Cole, Dr. Maxwell Garnett, Edmond Holmes, Principal Jacks, Prof. J. S. Mackenzie, J. M. Mactavish, Prof. Gilbert Murray, Dr. Rudolf Steiner (author of "The Threefold State"), and Malcolm Thomson (National Union of University Students). In addition to the speaking and discussion there will be stage demonstrations of Dr. Steiner's new art of Eurhythmie and Dramatic performances. Full particulars can be obtained from the Hon. Sec. to the Conference, 56 Bassett Road, W. 10.

TOPICS AND EVENTS.

THE MODERN LANGUAGE ASSOCIATION AND MOLIÈRE.—The June number of *Modern Languages*, the official organ of the Modern Language Association (published by Messrs. A. and C. Black) is a special Molière number which should appeal very largely to the general public. Among a series of most interesting articles is an appreciation of Molière by the eminent dramatic critic, Monsieur Fernand Nozière. Monsieur Georges Roth contributes a most illuminating article on the condition of the French stage in the days of Molière, Mr. Clouesley Brereton reports briefly on the Paris Tercentenary Celebrations, and Professor Rudler, of Oxford, writes most interestingly upon French society in the days of Molière. Another striking feature is a suggested Memorial Celebration in honour of Molière by Dr. F. H. Hayward, who has already made quite a name for himself by his attempts to bring back into our public life some of the picturesque ceremonial of the past. There are also interesting reports on Molière celebrations in schools and colleges, one from Johannesburg. Altogether, the number is a worthy tribute to the greatest name in the literature of our ally, and it should be widely read by all interested in French literature.

WORSLEY SCHOLARSHIPS.—The Council of King's College, London, have instituted a special Scholarship under the Worsley Foundation for the post-graduate training of a fully qualified medical man, with a view to his proceeding or returning to India as a Medical Missionary. The Scholarship is of the value of £150 together with free medical education at some Post-Graduate Institute. The ordinary Worsley Scholarship, which is of the value of £100, together with free medical education at King's College Hospital, is also offered. This Scholarship was founded for the education of Medical Missionaries proceeding to India. Applications, accompanied by testimonials, for these Scholarships should be sent to the Dean of King's College not later than August 31, 1922.

TOUR OF AMERICAN TEACHERS IN EUROPE.—Over one hundred Canadian and American School Teachers arrived at Liverpool on Saturday, July 8th, by the Canadian Pacific liner *Montcalm*. They are going to tour over fifty cities throughout Europe, including Ober-Ammergau, where personal visits will be made to the players of the celebrated Passion Play.

GIRL ECONOMIC STUDENTS.—An interesting experiment is being made by the International Labour Office of the League of Nations of accepting for a period of five weeks, four girl students from the Central School of Social Service, Brussels. The students will not be paid a salary, but will receive their board and lodging, and their work will be to assist in one of the services of the office. The main aim of the International Labour Office in making this small experiment is to do its best to help some deserving students in the field in which they are specially interested, and to afford them the opportunity of seeing at first hand the complicated machinery of international labour legislation.

WORLD BROTHERHOOD THROUGH EDUCATION.—Mr. W. C. Cove, President of the English National Union of Teachers, speaking at the Annual Congress of the National Education Association of the United States at Boston, on July 1, opened his address by declaring his belief that, with the necessary vision and goodwill, the co-operation of teachers in all lands would prove one of the strongest forces for peace amongst the democracies of the world. The schools and the children were a sacred trust, and the teachers must be faithful to that trust by endeavouring to eradicate national jealousies, prejudices, and hatreds, and by inculcating the desire for service to humanity in its fullest and broadest sense. The war had left the schools with an important choice—whether they should be the instruments of a narrow nationalism and a ruthless and material Imperialism, or whether their efforts should be directed towards the teaching of a large and common humanity. We could not evolve a world consciousness of essential dependence and unity by teaching an exclusive patriotism, but we could aid the forces of peace by evolving a world history and a universal geography. Solidarity and unification were an absolute necessity among the teachers—nationally and internationally—as well as a great sense of world perspective without prejudices and without sectional interests.

THE GERMAN MODERN LANGUAGE ASSOCIATION.—The eighteenth meeting of this Association was held at Nuremberg from June 6 to 9.

On June 7 Prof. Ackermann, Director of Secondary Education, welcomed the members in the historic hall of the Rathaus, and representatives of the Bavarian, Prussian, and Saxon educational authorities responded. Hofrath Schick, Munich, a former exchange professor, gave an enthusiastic account of his experiences, underlining the value of a study of American literature and the merits of American universities. The first session concluded with a historic retrospect of different phases of French national sentiment by Prof. Pirson, of Erlangen.

On the 8th Prof. Wechsler, Berlin, considered the educational significance of a study of German and French culture, the teacher's aim being to form the German type of man, not only by cultivation of the national type, but by comparison with the foreign.

Prof. K. Vossler, Munich, in a special lecture, asserted the greater educational value of Spanish literature, especially for younger students, as compared with French, which was more intelligible to adults. French was, moreover, losing ground as the universal language, while Spanish had a great future before it in South America and Europe. Prof. Bohm, Bremen, confirmed the important place occupied by Spanish teaching in the seaports, and Prof. Ackermann testified to the demand made for it in Nuremberg during the last thirty years. Mention was further made of the place assigned to Spanish in the Universities of Berlin, Hamburg, Würzburg, and Frankfurt on the Maine.

Of special interest for English hearers and international relations was a speech by Prof. Grund, Lübeck, who reported on the demand made for the study of English as the chief modern language to be taught. He indicated the preference given by the boys themselves to this subject, as against mathematics and natural science. In a lower class, it is true, a smaller percentage voted for English, in a higher some 60 per cent.

In an animated discussion, Prof. Deutschbein, Marburg, contended for the value of the study of English, quoting Paub's utterance that it was futile to maintain that classical languages only were of any value for formal training. He advocated the retention of French and English, leaving the question of priority to the local authority. This view was finally adopted after a vigorous attempt of the advocates of English as chief subject had failed to move the Conference to recommend the teaching of English as chief obligatory modern language. More moderate advocates of English, such as Deutschbein, were of opinion that, left to local option, English would be assigned the first place. It was reported that in Bavaria, the Ministry has now prescribed English as the first obligatory modern language to be taught.

Of the greatest importance for the record and teaching of living speech, as Director Walter, Frankfurt, emphasized, were phonographic reproductions of speeches, songs, &c., by prisoners of war, displayed by Director Doegen, of the Prussian State Library.

The last day of the Conference was spent on a visit to that most picturesque of old-world cities, Nuremberg.

POEMS OF TO-DAY.—The second series of this successful anthology has just been published. It is not to be imagined that any anthology will satisfy every reader; in this one the omission of any lyric by Ernest Dowson will strike everyone who knows anything of the poetry of the last half century. And among the war poems we miss the delightful "Crocuses at Nottingham," and the well-known "In Flanders Fields," by Colonel McCree. Still these are slight spots on a much needed school book and the English Association is to be congratulated on the result of its labours. These labours could not have been slight to obtain permission to reprint masterpieces from the publishers, and from executors and authors so eminent as: Thomas Hardy, Rudyard Kipling, George Meredith, Robert Bridges, Rupert Brooke, William Watson, J. E. Flecker, John Drinkwater, John Galsworthy, John Masefield, and Walter de la Mare. And it is to be presumed that this could not have been achieved, had there not been eminent authors and critics on the committee of the Association such as Sir Henry Newbolt, Edmund Gosse, E. V. Lucas, W. P. Ker, and John Buchan, who could influence the remission or reduction of copyright fees. As the first series is now in its one hundred and fiftieth thousand, the funds of the Association must have benefited considerably from the venture. Possibly other Associations will now follow the lead. A similar anthology of recent French poems, published, say, by the Modern Language Association, might be considered.

EDUCATION AT THE HULL MEETING OF THE BRITISH ASSOCIATION.—The draft programme of the Educational Section of the British Association for the Advancement of Science, which has just been issued, promises a wide and varied selection of subjects. The sectional president, Sir Richard Gregory, is taking as the subject of his address, "Educational and School Science," a topic with which he is particularly fitted to deal. Joint discussions have again been arranged, this year with the Psychological and Engineering Sections respectively. At the first of these joint gatherings the subject of psycho-analysis will be dealt with and authorities representing the two aspects of the subject, Dr. Kimmins, Dr. Crichton Miller, and Dr. Hamilton-Pearson, and others, will speak. At the second joint meeting, the effect of reformed methods in teaching mathematics will be discussed and Prof. P. T. Nunn and Mr. R. C. Fawdry have promised to speak. Two committees, upon "Training in Citizenship" and "The Teaching of Geography," are presenting reports on the second day of the meeting. Discussions have been arranged on "Imperial Citizenship" and on "English as the Basis of National Education"; at the former, Lord Meston and Sir Joseph Cook, High Commissioner for Australia, have promised to speak, while at the latter the principal speakers will be Mr. G. R. Pocock, Prof. Caroline Spurgeon, and Prof. Edith Morley. Papers will be presented at the meeting by Mr. R. C. Moore on the subject of advanced instruction in elementary schools, by Mr. I. S. Macadam on international students' organizations, by Miss F. Sayer on group work in infants' schools and the movement towards "individual work" with special reference to experiments in Hull, and by Miss C. T. Cumberbirch on the Dalton plan. Lord Haldane, who was to deliver an address on the ideal of our national education, will unfortunately be unable to do so as he has been ordered to take a complete rest for six months.

LOCAL EXAMINATIONS IN MUSIC.—The thirty-third Annual Meeting of the Associated Board of the Royal Academy of Music and the Royal College of Music was held at the Royal College of Music, South Kensington, on July 13. A satisfactory report of the work of the year was presented. For the Local Centre Examination the number of candidates in the United Kingdom was 7,243 and in the "School" Examination 44,490. Six Exhibitions had been awarded in the United Kingdom and a similar number in the Dominions and Colonies. Fifteen Exhibitions previously awarded had been renewed. Mr. E. Matthews, C.V.O., who presided, stated that the number of candidates entered this year for examination had reached a total of 70,000; this he attributed to the fact that the standards of the Examinations were known to be uniform throughout the British Empire. He then drew attention to the new Examination called the Final Grade, which would be offered for Pianoforte only, in the syllabus for 1923. This was intended to fill up any gap which might exist between the Advanced Grade and the Examinations for L.R.A.M. and A.R.C.M.

CAMBRIDGE SUMMER LECTURES.—The local lectures summer meeting organized by the University of Cambridge began on Saturday, July 29, and ends on Friday, August 18, and is being held in the University Examination School and the Arts School. The main subject of study arranged for this year is "Medieval and Modern Italy," and is divided into sections dealing with the general history, literature, art, &c., of the time. The inaugural address in connexion with the Italian history series was delivered by H.R.H. the Duke of Aosta, at 8.30 p.m. on Saturday, July 29, and on the same day the honorary degree of Doctor of Laws was conferred on his Royal Highness. Signor Marconi and Sir Rennel Rodd, former British Ambassador to Rome, are among the lecturers.

ALBERT KAHN FELLOWSHIP.—The trustees have elected Mr. John Henry Nicholson to this year's fellowship, which is of the value of £1,000. Mr. Nicholson is assistant lecturer at the University of Bristol, and was nominated by the vice-chancellor of the University. He is thirty-two years of age, and had a distinguished career at Oxford, where he gained First Class in the Honour School of Modern History and First Class in the Honour School of Theology. These unique fellowships were founded in 1910 through the generosity of M. Albert Kahn, of Paris. Candidates must be of British nationality, and have passed the examinations required for a Degree in some university in the United Kingdom. Women as well as men are eligible for election—the itinerary includes the principal states of Europe, the United States of America, Egypt, India, China, Japan, Ceylon, and Java. The trust is administered at the University of London.

(Continued on page 512.)

ARITHMETICS FOR SCHOOLS

PUBLISHED AT THE

University Tutorial Press.

The Tutorial Arithmetic. By W. P. WORKMAN, M.A., B.Sc., Late Head Master of Kingswood School, Bath. *Third Edition.* (With or Without Answers.) 6s. 6d. KEY, 6s. 6d. net.

This is a scientific treatise on Arithmetic containing (i) a full account of the Theory of Arithmetic, elementary and advanced, (ii) a carefully graduated set of exercises for practice in the various rules, and (iii) a course of problems including both those of the usual type and also a large number intended to illustrate the Theory of Arithmetic, elementary and advanced.

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This book is an adaptation of the *Tutorial Arithmetic* specially suitable for use in Junior Forms. Great care has been taken to preserve the careful scientific treatment of the subject which characterizes the original work, and also the lucid explanations of practical rules.

There is an adequate treatment of the Mensuration of the simpler figures plane and solid, and the Metric System and Decimal Coinage have been fully dealt with.

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This book is suitable for pupils of ten to fourteen years of age. It contains definitions, rules, worked examples and exercises, and prominence is given to factors and their applications. A special feature of the book is the large proportion of exercises that are set in problem form: as a rule the numbers are reasonably small so that the pupil's attention is not unduly diverted from the subject of the problem by the intricacy of the calculations.

"The chapters are clearly written, carefully arranged, and accompanied with plentiful supply of examples and exercises."—*School Guardian.*

"An excellent course of Arithmetic."—*Journal of Assistant Masters' Association.*
"Admirably suited for its purpose."—*London Teacher.*

The School Arithmetic. By W. P. WORKMAN, M.A., B.Sc. *Second Edition.* 5s. With Answers. 5s. 6d. Also in Two Parts: Part I. With or Without Answers. 3s. Part II. 3s. With Answers. 3s. 6d. KEY, 6s. 6d. net.

The School Arithmetic is an adaptation of *The Tutorial Arithmetic*, in which those portions dealing with the higher theory of arithmetic, together with all problems of excessive difficulty, have been omitted. The space occupied by these portions has been devoted to other material more suitable for ordinary school purposes, viz. a large selection of miscellaneous examples arranged in graduated Examination Papers, a fresh set of examples in Approximations, and a further collection of miscellaneous problems. Special care has been given to the section on Commercial Arithmetic. In the second edition chapters on Logarithms and on Graphs have been inserted.

CONTENTS:—Part I. The Four Rules—Weights and Measures—Factors and Multiples—Vulgar Fractions—Decimal Fractions—Application of Fractions. Part II. Ratio and Proportion—Commercial Arithmetic—Mensuration—Problems—Powers and Roots—Logarithms—Graphs.

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Clive's New Shilling Arithmetic. Edited by WM. BRIGGS, LL.D., M.A., B.Sc., F.R.A.S. 1s. 9d. With Answers. 2s. 3d. Answers (separately). 1s.

This book contains a collection of exercises and problems for both oral and written work in schools. Many teachers prefer that their pupils should learn the theory and principles of the subject entirely by oral instruction, and it is hoped that these will find the present volume well suited to their purpose.

Most of the exercises are given under the headings of the various rules, but there are also numerous collections of miscellaneous examples for general practice. Great care has been taken in graduating the exercises, and also in setting such questions as will train the pupil's intelligence, and enable him best to understand the real meaning of the various arithmetical processes.

The book contains all that a good teacher would expect his pupils to commit to memory, such as rules, definitions, etc.

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CARE OF THE BABY.—The National Baby Week Council, Carnegie House, 117 Piccadilly, W. 1, has issued a number of pamphlets and reports, a complete list of which has now been prepared. The pamphlets, many of which are written by well-known authorities, cover a variety of subjects on home-life, and the list should be in the hands of all teachers who are endeavouring to instil into the older girls in their schools correct ideas of home management and the care of young children.

WOMEN'S ATHLETICS.—Lady teachers will be glad to learn that a Women's Amateur Athletic Association has been formed which is affiliated to the A.A.A. The objects of the new association are to co-ordinate women's athletics in this country, to give assistance and advice as to training and sporting events suitable for women, to foster the true amateur spirit in women's athletics, and to ensure adequate representation of this country in future international contests. Full particulars of the Association can be obtained from Major Marchant, Director of Physical Education, The Polytechnic, Regent Street, W. 1.

SCHOOL ANTHOLOGIES.—The issue of *Poetry* for June and July contains, in addition to a number of charming verses, a valuable essay dealing with current methods of producing school anthologies, by Mr. R. Crompton Rhodes. Mr. Crompton Rhodes says that when publishers want an anthology compiled they naturally approach a poet of reputation and ask him to do the work. The objection to this method, so far as school anthologies is concerned, is that the compiler has little real idea of the true impression made on children by poems, and that he is likely to show a bias towards the work of those of his own school of thought. Mr. Crompton Rhodes has therefore suggested a scheme, which is backed by the editor of *Poetry*, for compiling an anthology by teachers, as persons who know the value children attach to particular poems. Teachers are therefore invited to contribute lists of ten poems to *Poetry* for which a prize of two guineas is offered. Lists or essays referring to ten suitable poems should be sent in before September 10th.

PUBLISHERS' PERIODICALS.—Publishers issue, from time to time, catalogues of their more recent productions and two very attractive booklets, "The Periodical," from the Oxford University Press, and "Now and Then," from Jonathan Cape, of 11 Gower Street, are now before us. The former is illustrated mainly by a number of reproductions of striking designs by William Blake, from the edition of Gray's poems which the Oxford Press has recently published, and there are numerous extracts from other publications from the same press. A number of useful historical and geographical books have recently been issued. Mr. Cape's pamphlet makes interesting reading, but is of a more general nature.

SCIENTIFIC INSTRUMENTS.—A short time ago the Institute of Physics, with the assistance of the Department of Scientific and Industrial Research, issued a *Journal of Scientific Instruments*, and it was proposed to publish the journal regularly. Such a magazine would have been of great service to science teachers in keeping them informed of the apparatus available for various subjects, and a form was inserted in the first number asking those who wished to support the journal to inform the Institute of Physics. We understand that the response has not been satisfactory, and all who would find this publication of value are reminded that unless sufficient support is forthcoming, a second number of the journal will not be issued.

MACLEAN SCHOLARSHIP IN SEMITIC LANGUAGES.—The first award of this scholarship has been made by the University of Glasgow to Mr. D. S. Stiven, of St. Mary's College, University of St. Andrews. The scholarship (which is of the value of £175 for one year) was founded by the late Rev. John MacLean, of Glasgow, and is open to students of the four Scottish Universities who have completed their course of study in the Faculties of Arts and Divinity. The scholar is required to reside for six months in a country where Arabic is spoken.

CAMBRIDGE HIGHER LOCAL EXAMINATION AND EXAMINATION FOR CERTIFICATES OF PROFICIENCY IN MODERN LANGUAGES.—The Syndicate are discontinuing after this year the Higher Local Examination and the Examination for Certificates of Proficiency in Foreign Languages. Arrangements will be made for the award of Certificates of Proficiency in English or in Religious Knowledge after 1922 by means of the Higher School Certificate Examination supplemented by special papers. The regulations for 1923 can now be obtained from the General Secretary, Syndicate Buildings, Cambridge.

FOREIGN AND DOMINION NOTES.

FRANCE.

To future historians ours will be the darkest of all the Ages; for we conceal everything under initials. Initials; and Even in our own day we are becoming unintelligible one to another. What does a Spaniard understand by a "Waac"? What a Yorkshireman by "un professeur d'E.P.S."? It is essential to the success of the "League of Nations" that it should have a generally recognized name; in France it is known as the S.D.N., a group of letters which a Frenchman, but not a Turk, readily apprehends as standing for "Société des Nations." From the papers before us we could collect abbreviations that would paralyse the most experienced journalist, and a soberly written article in a French educational journal contains the affecting sentence: "Un instituteur dirigeait une leçon de grammaire destinée au C.M. tandis que les élèves du C.E. et ceux de la S.P. étaient respectivement occupés à des travaux écrits." Against another contemporary abuse it is a French writer that rails in *L'École et la Vie* (v. 39). It seems that the Society for the Protection of Horses, at its last general meeting, urged that a "journée du cheval," or Horse Day, should be arranged for in all the schools of France. The pedagogue is indignant: "On a déjà demandé une journée de l'Arbre, une journée de l'Eau, une journée des Oiseaux, &c., &c."; if the horse is to have (like every dog) its "Day," why not the ox, the sheep, the pig, the automobile, the aeroplane, and so forth? The National Federation of Teachers in *lycées* has solemnly protested against a multiplication of "Days" and begs that children may have a little leisure left them in which to learn reading, writing, and ciphering. Abbreviations and "Days"—they are trivial objects amid the jetsam of war; let us not give them importance by exaggeration of use.

France is making much use of the kinema in art and industry; thus we read of a film exhibiting the processes of lace-making. *La Vie Universitaire* (iii. 6) reports the latest application. Einstein's theory has hitherto been the private property of a group of savants; the kinema is now to give the masses the power of apprehending the complicated phenomena with which the theory deals. "Le cinéma, c'est essentiellement du mouvement et l'idée de s'en servir pour éclairer ce qui est, en somme, une conception nouvelle du mouvement, semble juste." The merit of initiative belongs to four *physiciens*—the modern use of "physicians" robs us of the literal translation—of Brussels. We take from the French writer an account of one of the films. The spectator is to contemplate the journey of the earth round the sun: "À l'endroit du globe où se situe l'équateur, se trouve un canon monstre. De ce canon part, à l'heure du coucher du soleil, un projectile, également monstre, tiré dans la direction du soleil. Puis la terre continue son mouvement giratoire et, le lendemain matin, au lever du soleil, un nouveau projectile, tiré dans sa direction, part du même canon. On voit ensuite le projectile tiré le matin, c'est-à-dire douze heures après le premier, rejoindre celui-ci dans l'espace, le dépasser et arriver bon premier dans le soleil."

GERMANY.

The Representatives' Meeting of the German Lehrerverein at Hannover in June gave an indication of the new meaning of *Allddeutschum*; for to it there came forty-six representatives from Austria, who were admitted to the union and promised fidelity to it. Like the American National Education Association, the German teachers formulate their opinions in "Resolutions"; such resolutions are necessarily compromises, and compromises are wont to be more prudent than inspiring. The representatives deplored the present distress of the young teachers. Although the school population grows less numerous, new teachers are trained; so that now, in Prussia alone, there are 16,000 *Junglehrer* unemployed. The meeting showed a clear desire to regard the work of a school as a whole, and it even rejected *Staatsbürgerkunde* (civics) as a separate school subject, since all the teaching, and that of history in particular, should aim at the making of citizens. The teachers held fast to their principle, laid down in 1919, that the highest function of a State school is to educate, with all its life, moral personalities; the teaching of definite creeds should be left to the churches that profess those creeds and should be done outside the school.

(Continued on page 514.)

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FETTER LANE, LONDON, E.C. 4: C. F. CLAY, MANAGER

since the New Constitution was an obstacle to this, a common school was approved in which religious instruction should be given to the children separately according to the several creeds. The Germans, we observe, are in a difficulty with their *Reichsschulgesetz*, which proposes that any group of cranks may have its own school. It seems that to conform to the terms of the New Constitution the Government must destroy that *Volksschule* so long the boast of Germany. As we are writing comes the news that the Imperial Government has postponed the effort to grapple with the difficulty: "The Imperial Government will negotiate with the several political parties to discover a final solution of the problem; but holds that in the present circumstances a further discussion of the Bill is not advisable."

France will hear nothing of co-education. When lately the Philologenverband met at Hildesheim and discussed the question of girls' schools, an address by Studienrat Dörner expressed, as it seems, the opinion of German schoolmen (of the higher sort). Let us summarize it. From the mothers of the coming generation is the rebirth of Germany to be hoped, and therefore the State must give more heed than before to the education of girls. The parts of a woman's nature which distinguish her from man require separate fostering and development. For this reason, to say nothing of moral dangers, the co-education of the two sexes is to be condemned in principle and tolerated only as an emergency measure. The special province of the woman is that of mother and house-manager; so that, to complete the education of a girl, a *Frauenschule*, or school of domestic economy, should be attached to the Lyzeum. The German view of woman's mission continues, we perceive, to be a modest one. As to co-education, it should be judged after close and impartial examination of its results and not by *a priori* arguments as to its fitness or unfitness.

ITALY.

The article with which the *Rivista Pedagogica* (xv. 3-4) opens "La crisi della scienza esaminata da un filosofo," is full of interest for both the scientist and the philosopher. More in our sphere lies another. Under the influence of Dr. Montessori Italy is now studying thoughtfully the education of the youngest children; and this is how Antonio Rieppi, in an article "Intorno alla possibilità di un nuovo indirizzo dell'educazione infantile," projects a rural school for them. "A vast courtyard, girt with a hedge; a plot of land to serve in part as a kitchen garden and in part for flowers; hill-like elevations with trees arranged in thickets upon them; a piece of ground on which to grow all country produce and a fountain to supply it with a streamlet of running water; a central building with a large hall, well lighted and ventilated; a shed; a poultry run; a little sheepfold in which to rear lamb and goat; an enclosure for rabbits; guinea-pigs; two bee-hives; and agricultural implements made on such a scale that little hands can use them." In general, Rieppi advocates "natural education" of a sort towards which some progress has been made in the Asilo di Mompiani controlled by Rosa Agazzi. For particulars we must refer our readers to the article, lacking ourselves space to discuss the subject.

UNITED STATES.

The meeting of the Seventeenth National Conference on Child Labour, which took place at Providence, R.I., in June, served to bring into full light the struggle that is being made in the United States for the defence of children. In May an Act to benefit them, called the Federal Child Labour Tax Law, was pronounced unconstitutional by the Supreme Court of Judicature. The rebuff is but a new stimulus to those whose ultimate goal is the abolition of child labour. In America, as in England, the chief use of the child is to cheapen production. Thus in the Southern States child labour is freely employed; during the great textile strike in Rhode Island this was alleged to justify a lengthening of the working day and a reduction of wages, so that the competition of the Southern cotton mills might be met. Yet the Legislature of Rhode Island has passed a law that, to secure a "work permit," a child must not only be fourteen years old and able to read and write English, but must also have completed a course of study equivalent to six yearly grades. In other States, too, the children have effectual friends: Virginia has raised its compulsory school age; Mary-

land has established a Bureau of Child Hygiene in the State Department of Health; New York has prohibited delivery work to girls under eighteen. As we write, active preparations are going on for the meeting at Rio Janeiro, August 27th-September 5th, of the Third Pan-American Congress on Child Welfare, to be held in connexion with the celebration of the centenary of Brazilian independence. In England we had been planning to protect the children by means of a great national system of Continuation designed, whilst aiding commerce and industry, to elevate the young engaged in commercial and industrial pursuits. Section 10 of the Education Act, 1918, represented, as it were, the first wedge. Mr. Fisher was about to strike home the little instrument which he had forged when Economy tickled him under the armpit. But to the friends of children in England, as to the friends of children in the United States, rebuff will serve only as a new stimulus—of which fact the Pan-American Congress assured!

Beneficent in many directions, the Rockefeller Foundation promoted the forming in 1919 of a Committee for the Study of Nursing Education. The vocation of a nurse is one of grace and utility. Preparation for it, says the Report just issued by the American Committee, should be given not only in hospitals, but also in universities: "The development and strengthening of university schools of nursing of high grade for the training of leaders is of fundamental importance in the furtherance of nursing education." This type of school should, in the judgment of the Committee, be a separate and independent part of the university, cognate in rank and organization with the School of Medicine or the School of Law. More than a dozen American colleges and universities now provide combined courses through which students may acquire both a nurse's training and a college degree in five years, two years being devoted to the regular college course, two years to intensive training in the hospital, and a fifth year to one of the higher specialties of nursing—public health, institutional supervision, or nursing education. It is objectively that we treat this matter, expressing no opinion on it.

SOUTH AFRICA.

On May 31st the birthday of the Union of South Africa was impressively celebrated by the educational institutions of the town of Paarl. Over twelve hundred students and senior pupils from the Training College, the four high schools, and the primary schools assembled in the Market Square, where the Superintendent-General of Education delivered an address on the meaning of Union Day. The students then proceeded to the Paarl mountain, and, after other appropriate addresses had been given, planted trees in a chosen place. The text of Dr. Viljoen's speech is printed in the Cape of Good Hope *Education Gazette* (xxi. 28). Wisely did the Superintendent-General impress on the young folk that the chief task of the future in South Africa was the obliteration of all race prejudice. The same number of the Cape *Gazette* contains a defence by the Education Department against a charge of extravagance. The payment of *native* teachers is now governed, not by the Department, but by the Financial Relations Act. The average salary of a European man teacher is £360; that of a woman is only £184; a commencing teacher (with the lowest certificate) receives £135. The Department insists that, with free education, school books and other requisites should be supplied free. To the economists who ask for the appointment of a "Geddes Committee" it is replied that several of the economies recommended by the English Geddes Committee are already in force. Of all forms of retrenchment approved in England or at the Cape we deprecate most that of raising the proportion of pupils to teachers—if it goes so far as to impair the efficiency of the teaching.

NEW SOUTH WALES.

We learn from the *Education Gazette* (xvi. 5) that some Australian birds, in spite of efforts to protect them, are disappearing, and that among these is the Australian bustard (*Austrotis australis*). To the warbling grass parrot, known as the budgerigar or love-bird, for which February-June has hitherto been an open season, the Chief Secretary has now extended absolute protection. As in America, so in Australia, the schools are exhorted to aid in preserving the fauna.

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This "DIRECTORY" has been corrected to date by responsible officials. It gives (a) number of members; (b) amount of annual subscription; (c) name of "organ"; (d) telegraphic address; (e) telephone number; (f) date and place of next annual meeting; (g) secretary's name and office address.

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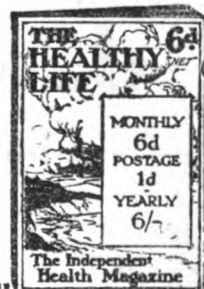
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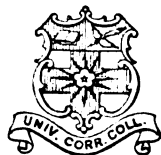
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SUPPLEMENTARY AIDS TO CLASSROOM WORK.

VIII.

ART.

By R. D. LAXON.

IN the short time allowed to art by the school time-table we have set ourselves the task of training the mind through the eye, and of forming the taste of our students, and too frequently we have in addition to attempt to counteract the daily influence of ugly surroundings. Our teaching has little in common with the academic methods on which, until recently, all art teaching was based. There should be an artistic purpose beyond that of mere representation whenever a study is made, and in this way our students will be made to realize the underlying principles on which a work of good art depends, whether it be picture or platter. The achievement of these aims calls for every possible supplementary aid. They cannot be too many if used with discretion.

These aids may be roughly divided into three groups.

1. *Equipment, including mechanical aids, apparatus, books, pictures.*
2. *Methods of teaching, correlation with other subjects and art in school life.*
3. *Aids from the world outside the school.*

Apparatus and Equipment. Under this heading it is difficult to draw a distinction between those aids which may be classed as supplementary, and those which are necessary before the subject can be effectively taught at all. A Yorkshire inspector is reported recently to have told an art master that his chief business was to teach the use of the pencil, and if we accept this estimate of his

function, the only necessary equipment would be little more than pencil, paper, and india-rubber. Fortunately, however, the generally accepted view of educational authorities is that drawing is only a means to an end and not the end in itself; and that the art room is an important influence in the cultivation of the taste of the ordinary citizen for that beauty which is not a mere accident but which pervades creation, and his realization of the close connexion between ugliness and moral disorder. Further, he will be taught to see that success in art is a commercial and international asset, which we cannot afford to neglect. The *necessary* equipment must then at least include: apparatus for the teaching of colour; specimens of craft-work; photographs of architectural masterpieces; and reproductions of representative pictures. The great importance of surrounding students with examples of the best art, when their taste is being formed at the most impressionable period of their lives, cannot be too strongly emphasized, consequently the school collection of pictures should contain one good example of all the important schools of architecture, sculpture, and painting, including those of China and Japan. Photographs of the Parthenon and its sculptures, and a good example of thirteenth century Gothic should be among the permanent exhibits in the art room itself. Frames with movable backs should be provided for the insertion of temporary exhibits, such as posters, and the valuable material which can often be gleaned from magazines. Students should be encouraged to collect and classify this. Newspaper references to matters of artistic interest should be exhibited in the art room and discussed, such, for example, as those dealing with the sale of the "Blue Boy." Our future citizens should know of these occurrences and appreciate the loss to the country. The suitability of the art room itself, which must be well lighted and should contain a sink and water supply, also comes under the heading of necessary equipment and need not be considered here. This digression is necessary as the teaching of art, unlike science, is often carried on under the most unsuitable conditions.

"Drawing" is a subject which lends itself to the multiplication of mechanical aids, and it behoves us to be wisely restrained in their use. For instance, there are numerous devices for smoothing away the difficulties of perspective, but rules and appliances tend to damage the powers of observation, and it is doubtful if they are to be recommended. It must be mentioned here that perspective, light and shade, indeed all that has to do with the highly specialized skill necessary for pictorial representation, should take quite a subordinate place in secondary school work, which should be concerned rather with structure, handicraft, decorative design, and architecture, than with accidental appearance and aspect. The geometric models, which have lately fallen into disrepute, should be used as type-forms and not drawn for their own sakes. Their complete banishment from some art rooms is an instance of the work of the too ardent reformer.

The lantern is undoubtedly a most useful addition to our equipment. Every school should have its own collection of slides to meet its own needs which loan collections fail as a rule to satisfy. These can easily be made by any one with a knowledge of photography. The most convenient form of lamp for the lantern is the electric one which can be attached to the ordinary lighting circuit.

Books. Every teacher of experience knows that certain books are indispensable to him. Walter Crane's "Bases of Design" and "Line and Form"; Prof. Banister Fletcher's "History of Architecture"; "Pattern Design," and other works by Lewis F. Day; also a good book on "Historic Art" should be in every art room. The more extensive the Art Library of a school is the better, while a lending department is a valuable influence. The stimulating effect of such a book as Ruskin's "Modern Painters" on a thoughtful boy may be very far reaching. It has recently been the fashion to decry Ruskin, but if the great test is applied: "What did his writings inspire men to

do?" the result will be a sufficient answer to his detractors. The text-book was, until recently, an aid which had perforce to be dispensed with, since it had not been written. This is not surprising seeing that the aims of art teaching in the schools were not generally understood. Even now there is theory abroad that haphazard go as you please methods may be a positive advantage. But the truth is that in the study of line, values, and colour, and all that concerns the grammar of art, our teaching cannot possibly be too methodical. The time has come when the matter should be thoroughly discussed and the principles of such teaching agreed upon. There can, of course, be no finality about any text-book, it must in the nature of things need constant revision. Prof. A. W. Dow's book, "The Theory and Practice of Teaching Art," is to be warmly recommended as one of the very few useful books dealing with the "synthetic" method.

Method. When it is remembered that art draws its inspiration from all that is beautiful in form and colour, both natural and fashioned, it will be seen that the possible choice of supplementary aids which can be used in the method of approaching the actual work of teaching is vast as the visible world, and, with such a wealth of material to choose from, the danger of becoming too excursive must be guarded against. This is a very real danger, as every teacher who takes his students only once a week knows. What is here meant by the "method of approach" may be briefly illustrated by a few examples. A series of lessons is being given on the wing of a bird. The wing is first discussed from an anatomical point of view and illustrative diagrams are drawn on the blackboard. A further interest is given to the study by references to the symbolic use of the wing in Egyptian and Christian art; and finally the wing is considered from the aesthetic standpoint, special attention being called to the radiating arrangement of the quill feathers, the scale-like arrangement of the protective coverts, and the beauty which arises out of perfect fitness to function. All this is preparatory to an exercise in design for which the wing forms the motive. Again lessons are being given on the spiral in nature and art. The Nautilus may be used as an example. Oliver Wendell Holmes's poem "The Chambered Nautilus" will be quoted. Further examples of the spiral in shells and other natural forms will be given, and finally the students will draw the Greek Ionic Capital. One more example—this time a lesson on lettering. It is started by a discussion on the origin of writing. Mention will be made of the prehistoric drawings of the cave men. Egyptian and Chinese picture writing will be referred to, leading to the development of the alphabetic characters, and the decipherment of the Rosetta Stone. The practical part of the lesson will consist of drawing the Roman capitals. Lack of space forbids a more detailed treatment, or the giving of further examples, but these will suffice as indicating methods of approaching classroom work which may be classed as supplementary aids.

Memory Drawing. It is impossible to overstate the importance of the cultivation of the power of visualization through memory drawing. The lantern is almost indispensable here, making possible as it does the introduction into the classroom of material which would be otherwise unavailable. The quick exhibition and removal of a slide in a darkened room tends to help concentration and the clearness of the mental image.

Several of the recognized intelligence tests are carried out through the medium of drawing and these are excellent exercises in mind picturing. A disc of white paper may be taken and folded into half and then folded again. The straight edges are then cut with scissors into any simple shape and the class is asked to draw the disc as it will appear when opened. The geometric arrangement arrived at in this way may be made the basis of a subsequent lesson in spacing and design. The methods described by Mr. R. Catterson-Smith in his recently published book "Drawing from Memory and Mind Picturing" are most valuable

aids to secondary school work where the aim of forming the taste of the students depends to a great extent on memory and the closely connected faculty of imagination. Many useful hints on this subject are also to be found in Sir R. Baden-Powell's book, "Scouting for Boys."

Class Teaching and Individual Teaching. When, as is frequently the case, the class numbers thirty or more it is necessary to use every possible expedient which will help us to give individual attention when the nature of the work makes this advisable. A large class is not always a disadvantage. For anything in the nature of a lecture where information has to be imparted or enthusiasm communicated the larger the class is the better. Other kinds of work such as systematic colour study, and much of the work of the drill variety in the junior forms, call for collective treatment, and the arrangements for the distribution and collection of materials must be carefully thought out. But for the lesson, as opposed to the lecture, it is often necessary to split the class into groups or even individuals. Especially in the upper forms, where drill methods are entirely unsuitable, it is wise to allow great freedom of choice and opportunity for self-expression. This inevitably leads to widely different designs in various stages of progress. The supervision of such work in a large class is very exacting for the teacher; however, the gain in interest and value is too great to allow difficulties to stand in the way. The system of working in pairs or groups, each student contributing his unit, has been found a valuable means of encouraging co-operation in craft work.

Correlation. When considering the correlation of art to other subjects in the school curriculum we naturally turn first to handicraft. Indeed, although the art course has its own distinct aims in the formation of taste and appreciation, there must be a far closer union between the workshop and the studio than is generally the case. When designing a common object beauty must not be thought of as something added, some adventitious decoration, but as inherent in every line of its form, as arising out of its functional use and a frank admission of the nature and limitations of material and method. The distinction between the "fine" and the useful arts must be forgotten. It is always dangerous to divorce the beautiful from the useful. It cannot be said that our national taste in such matters has been good. Our craftsmen have at times produced beautiful work, but there does not seem to have been much intelligent appreciation of their work on the part of the general public. Chippendale and Sheraton were relegated to the garret to make room for Victorian monstrosities in mahogany and horse-hair. Following came a craze for collecting these and other "antiques," a craze which has given rise to that horrible prostitution of the craftsman's art, the production of fakes. The way to improvement is not through revivals, or attempts to recapture the spirit of the old craftsmen by using their primitive methods. Healthy art must be an expression of everyday life and not a refuge from it. It follows that the choice of the most suitable crafts for school work should be governed by the needs of the present day. We cannot afford much time for the practice of crafts which no longer bear much relation to the actual work of the world, though of course these will be studied in connexion with the history of art. Woodwork, metalwork, pottery, clay-modelling, may be mentioned as suitable crafts affording ample scope for the practical study of structural beauty; stencilling and needlework as decorative crafts which exemplify the conventions which arise from a right use of tools and material. Stencilling is also an aid to colour study, and has the further advantage of requiring no special and costly equipment, while the handling of the knife in cutting the pattern is a most useful manual exercise. Woodwork affords many opportunities for co-operation with the art room. Simple articles such as brackets should be designed in the art room and carried out in the craft room. The proportions of the pieces of wood from which the article is to be made should be stated, the construction

explained, and the students allowed to design the actual shape themselves. This lesson may be preceded by a talk on the combinations of curves and straight lines to be found in Greek mouldings. A design for a finger-plate or a key-hole plate in metal would introduce the study of the shapes which are suitable for chiselled metal as opposed to those possible when the grain of the wood has to be considered.

Clay modelling is the best medium for the study of certain types of form both natural and fashioned, but it should be used only for those forms which lend themselves to treatment in clay. Such, for instance, as pottery or architectural detail. Natural unconventionalized leaves and flowers should never be attempted in clay, as even in the hands of a master such efforts can only lead to a clumsy interpretation of natural form. Modelling compels attention to construction and design since it is almost impossible to begin with the details, which is such a fatally easy habit for the beginner to acquire in drawing.

In our study of structural beauty arising out of functional fitness emphasis should be laid on those forms which are the product of the collective mind, such as the handle of a saw or the propeller of an aeroplane. A collection of illustrated trade catalogues will provide useful material for these lessons. Visits to works should be arranged to increase the students' interest in local manufactures and art industries. It should be made quite clear that the simplest materials often give the most beautiful results. *Peu de moyens, beaucoup d'effet* is an excellent motto in all craft work.

Nature Study. This is another school subject with which art is closely associated, though it is undesirable to attempt a strict correlation between the two subjects. In the limited time at our disposal this would lead to an entire sacrifice of other and quite as important aims in our art teaching; while it would seriously hamper the syllabus of both subjects. It is, however, frequently desirable for the art master to give a nature study lesson, as already instanced in the case of the bird's wing, or when he has to explain the solar spectrum in connexion with the study of colour. Collections of shells, butterflies, feathers to show brilliancy of colouring, are a necessary part of the equipment of the art room. Children love nature, and the appeal is generally through form and colour. It is a matter of the greatest importance that whatever specimens are brought into the school should be tastefully arranged and carefully tended; carelessness in this respect may nullify all our efforts, for without a real love of nature all nature study is unprofitable: a mere book knowledge is worse than useless. All specimens should be handled with reverence, and the most important lesson of all will have been learned. The study of passages from Wordsworth, Tennyson, and other modern poets who were close observers of nature, will add a new interest to the subject. Actual work out of doors is of course controlled by difficulties of time-table and organization. Excursions into the country are generally impracticable, but the organized "Nature Rambles" for the exploration of meadow, pond, woodlands, &c., which are conducted in some schools, as part of nature study proper, cannot fail to have a beneficial effect on the art work of the school.

It is unnecessary here to do more than refer to the help art receives from history, literature, mathematics, science, and other subjects. Indeed most school pursuits help, and are in turn helped by, the wide issues which are involved in a right conception of art teaching. A school Art Society should be formed. Meetings will be held at regular intervals when work done out of school is exhibited and criticized. Special out of school classes can be arranged: students paying for the cost of materials. These classes will be run more on art school lines, and should cater for the specially gifted who may be destined to take up trades and professions in which design is of importance. Every freedom should be allowed to the students as to choice of work and media. Keen members of the society will readily

undertake the collection and classification of pictures, press cuttings, &c., for use in the school and will thus render much needed help to the art master. The production of well-designed school notices will do something to help to spread the influence of art through the school.

The World outside the School. Among the aids to classroom work outside the school the consideration of the home, its design, furniture, and decoration, must take the first place, and though many things in the average home must be used as examples of what is to be avoided, yet care must be taken that no destructive criticism is allowed unless it is followed by constructive suggestions. From the domestic dwelling the student will be led to the consideration of the public building and the town. For schools so fortunately situated as to be near one of the more successful town planning experiments, nothing could be more useful, or more conducive to the achievement of proper aims of secondary school art work, than a discussion on the ethical and aesthetic principles of town planning, followed by a visit to the model village or garden suburb, when the teacher will point out the importance of the central square, the arrangement and design of the public and domestic buildings. This could usefully be followed by a walk through a typical example of the Victorian street, when the students will be brought to realize the depressing effect of the ugly rows of houses. If our future public men were trained in this way there would be little danger of a repetition of these atrocities. They will insist on improvement in design whenever and wherever opportunity arises, from the lamp post to the town hall, and let it be remembered that beauty is not necessarily more costly than ugliness. There is an enormous field for improvement in all our big cities. Much of their ugliness is only a temporary phase through which it was perhaps necessary to pass. The truth is that we have not yet been town dwellers for long enough to have acquired the art of city life. Our cities are in embryo, and are ugly because they are incomplete. Lectures in the classroom on the Greek Orders should be followed by visits to such examples of their use in public buildings as may be within reach. It should be made clear that this is not to encourage revivals. It is a mistaken use of our historic knowledge to put a bad copy of the Erechtheum in the Euston Road and call it St. Pancras Church. The clumsy copies of the Caryatides blackened with London soot gaze helplessly across at the Doric entrance to Euston Station, reminding one sadly of the glory of the Parthenon which was watched over by their insulted prototypes. How clumsy are the copies can easily be seen by any one who takes the trouble to walk to the British Museum and compare them with one of the originals which we are fortunate enough to possess. This is not the use but the abuse of historic study and a legacy to us of a time when style was worshipped and considerations of appropriateness forgotten. In a humbler sphere, the house agents who advertise oak beamed country houses are catering for an unhealthy popular taste for the picturesque which sometimes leads to an entirely vicious make believe. Worse still! we have school chapels in Gothic of galvanized iron, with coloured paper imitating stained glass filling the meaningless mullions of the windows. We cannot at present escape these vulgarities: the teacher must use them as examples of the depths to which an uneducated taste can descend.

Much can be learned, both of what is to be avoided and what encouraged, on a railway journey or a shopping expedition. Students should be encouraged to record their impressions of these things and discuss them in school. In a shop window near the school the boys may have noticed a gas fire of imitation logs made of asbestos. A discussion will be started on the desirability or otherwise of this arrangement: reference will be made to other shams and pretences, and finally the class will design a gas fire. The writer was recently waiting for a train at Peterborough when he was struck by the beauty of a row of posters; on examining them more closely he found that they were

advertisements for French railways. This gave an opportunity for a useful discussion in school on our hoardings and the superiority of French work.

Finally something must be said about visits to museums and galleries. It is quite impracticable for most schools to arrange these visits in school hours, but the fortunate exceptions should make full use of their opportunities. For the rest students should be encouraged to go voluntarily in out-of-school hours to hear the lectures by the official guide lecturer, or where they will be met by the art master. The attitude of the teacher towards the museum is of the first importance. The Elgin room may be to one man a collection of broken stone dolls, and to another these dolls may be instinct with the spirit which made the modern world. What a lesson in history and racial characteristics it is to come suddenly from the "Theseus" of the Parthenon to the colossal bust of Thothmes III in the Egyptian gallery. The one expressing the freedom and beauty of the individual and the birth of the modern spirit, the other the submerging of all individuality in the mystery and majesty of a symmetrical convention. We might put beside the "Theseus" the Adam of the Sistine Chapel as expressing the rebirth of the same spirit with how much added. Our students can be brought to realize something of this, and it is from this attitude that our museum study will be useful rather than through a dry catalogue of facts and figures. The students should frequently be allowed to wander at will and to look at what interests them, to choose what they think best, and to give reasons for their choice. The museum is put before the picture gallery because the individualized art of the easel picture is of far less importance in the training of the ordinary citizen than the products of the collective mind which are to be found in museums. But the importance of the gallery is not to be underestimated, and we are fortunate in having in the National Gallery a collection which, for systematic arrangement illustrating the evolution of painting in Europe from the Byzantine style to the nineteenth century, is perhaps the best of all the world's great collections.

In conclusion, enough has been said to indicate the direction in which aids are to be sought. The term "drawing" does not fit the subject: "art" is not quite satisfactory: the French "*dessin*" is more appropriate. The old system of art teaching which was chiefly concerned with unintelligent copying has given place to one which has as its object the cultivation of observation, memory, and good taste, and in which the root idea is structure depending on function. Such teaching must of necessity bring to its aid many sciences. It follows that all our classroom work must be an appeal to the mind through the eye, and all our designs must have a purpose. The teacher must draw inspiration from any and every source which will help the student to an understanding of the relation between the classroom and the outside world, which, as Emerson says, is nothing but a Pestalozzian school where all are teachers and students in turn.

JAPANESE SCHOOL CHILDREN'S IMPRESSIONS OF THE PRINCE OF WALES.—Among the baggage brought home from the East by the Prince of Wales, surely none was so unusual as ten cases which were taken on board when the Prince was leaving Japan. These cases contained 10,000 copies of a special edition of the *Kyoto Himode Shimbun* in English, which consist, for the most part, of accounts of the Prince's visit written by school children of Kyoto. The presentation was made by the Elementary School Head Masters' Association of Kyoto for distribution among British school children, in the hope of promoting friendship and understanding between the younger generations of the two nations. Mr. Fisher, as the official representative of education in this country, has accepted the gift, and arranged for the distribution of the souvenirs. As he rightly says, much will depend in the future on mutual sympathy between the two nations, and there is no doubt that school children, and even their elders, will be keenly interested to know the impression which the Prince's visit has made on the children of Japan.

UNIVERSITIES AND SCHOOLS.

ENGLAND.

International Students In the medieval University, the students elected their Rector and exercised in other ways a large measure of self-determination. It is pleasant to learn that University students of to-day intend to make their voices heard on questions of policy and administration affecting their interests. A National Union of Students has been formed with its office in the new building of the University of London Union in Bloomsbury. The National Union was represented at a Conference of Students' International Offices held at Leipsic in April at which the question of promoting international reconciliation was discussed. Professor Sir Bernard Pares writes in the *N.U. News* that, having followed foreign politics for a good many years, he has seldom heard of anything which gave him so much pleasure as the action of the National Union at this conference. "It was as much a satisfaction as the conference at Genoa was a disillusion." The relief of Russian students in grave distress received early attention and the resolution adopted has already been transmuted into substantial help. Among other subjects discussed was a scheme for student exchanges *au pair*, international identity cards for students, a proposed University Sanatorium in Switzerland, vacation tours, and cheaper passports and visas. Denmark has been selected for the next conference. The British delegation at Leipsic consisted of Ivison S. Macadam (London), Marjorie Thompson (Manchester), and Malcolm M. Thomson, B.A., B.D., Assistant Secretary of the National Union. At the office of the Union, students going abroad will be given facilities in the way of introductions and information which should encourage foreign travel as an essential part of a student's education.

New Graduates. Universities throughout the country have been conferring degrees. The new honorary graduates include many interesting and distinguished personalities, for example, at Oxford, Sir Alexander Mackenzie, Principal of the Royal Academy of Music, which has attained its centenary, and at Cambridge the Duke of York and Dr. Taft. Especially striking has been the large number of new graduates at provincial universities such as Liverpool and Birmingham. This is the result of the generous scheme of the Board of Education for assisting service students, a scheme described by the Principal of Birmingham (Mr. C. Grant Robertson) as a great and unprecedented experiment, which had many critics but in Birmingham had proved an unqualified success.

New Site for London University. The London County Council are still following a dilatory policy as regards the Bloomsbury site for London University. In July, 1921, and in the following February resolutions were adopted asking the Board of Education to consider the claims of Holland Park for the new University quarter. Both the Board and Treasury returned a *non possumus*. Before the war the Council resolved in favour of Somerset House or the south side of the river—anywhere apparently rather than Bloomsbury. The resolution adopted on July 11 shows alarm at Mr. Fisher's statement that the present Bloomsbury site was insufficient for the needs of the University "but it is a fragment of a fairly large estate which will, or may, come into the market, and over which the University can expand at leisure"; and the Council are to point out to the Board, to the Treasury, and to the Senate of the University that as this statement foreshadows "further heavy and quite indefinite financial commitments," the question requires further consideration. The reference back, moved by Sir John Gilbert and seconded by Sir Cyril Cobb, was lost on a show of hands by a small majority (38 to 32). Some interesting speeches were made but, notwithstanding, the policy of the Council remains obscure. Sir Cyril Jackson thought the Bloomsbury site too expensive and predicted that the authorities of King's College would not consent to the removal of the College from the Strand. As to the finance of the scheme, however, we are informed that "the Council has always maintained that His Majesty's Government is responsible for the provision of such site as may be needed for the full extension and development of the University of London" and therefore from the Council's point of view the question is purely one of educational policy. The attitude of the Council is the more exasperating because in October, 1920, it promised conditionally to consider an application for a building grant for the Bloomsbury site to an amount not exceeding one-third of the contribution made by the Government in respect of expenditure not exceeding £1,000,000.

The laying of the foundation stone by Lord Haldane for new buildings at Nottingham for the proposed East Midlands University is another outstanding event in the history of University education. Sir Jesse Boot has given the site, £150,000 for buildings, and £20,000 for a Chair of Chemistry. On the day of the ceremony another anonymous gift of £100,000 was announced. This is a good start which should encourage other great cities to show their faith in higher education. The establishment of new Universities is a question which requires fuller investigation than it has so far received. It is suggested that certain University Colleges should be allowed to grant their own degrees under the supervision of approved Universities, without themselves being given the status of Universities. The full details of the proposal have not been published, but the policy, if adopted, will constitute a novel departure. There exists a strong feeling that a purely external examination such as London University offers is educationally unsound for a University College. On the other hand, the proposed alternative that a College should award its own degrees under the supervision of a University is sure to meet with opposition.

WALES.

The University of Wales. The Annual Collegiate Meeting of the University was held at the University College, Aberystwyth, on July 19 and 20, and at the same time the College held its Jubilee Celebrations. Advantage was taken of the presence of so many people who are interested in higher education to unveil a memorial to the late Principal T. Charles Edwards, who was the first Principal of the College; and one of the pioneers of University Education in Wales. Meetings of the Court are usually of a very formal character, but on this occasion two or three subjects of general interest were discussed. A most interesting debate arose out of a motion by Dr. Stephens of Swansea, that University education should be free to all persons who are qualified to benefit from it. But it is obvious that under the existing financial conditions a proposal of this kind has not the smallest chance of being accepted, and the debate was in consequence of a purely academic character. In Wales the tuition fees are exceptionally low—in fact they are lower than in any other part of the United Kingdom—and in the aggregate only represent about 19 per cent of the total income, as compared with 34 per cent in England, and 30 per cent in Scotland. The present fees are, therefore, not a heavy burden on the students, and it may be doubted whether a single student of university calibre is debarred from entering one of the University Colleges by the magnitude of the fees, but as about 75 per cent of the students are obliged to live away from home, the financial strain upon them arises from the necessity of finding funds to pay for their maintenance. Remission of fees would only be a very partial relief to them. Dr. J. James, the Chief Education Official of Glamorgan, also initiated a discussion on the names which the University Colleges should adopt in future. He suggested that they should all be designated "University College of Wales, Cardiff, or Bangor," &c., but the proposal was rejected.

Good Honours Degrees. The University of Wales has decided to issue the Second Class Honours list in two divisions, and students whose names appear in the first division will be regarded as possessing a good Honours degree for the purposes of the Burnham Scale. Any student who has graduated previous to this year will be informed, on application to his College and to the faculty concerned, whether his second-class Honours degree is such as to entitle him to a "good Honours degree" in the opinion of the University. The final decision will be that of the Vice-Chancellor.

The Workers' Educational Association. The report issued by the Welsh district of this Association shows that considerable progress is being made. Eight week-end schools were held during the year in conjunction with the Workers' Trade Union Committee. Three were held at Swansea, two at Caerleon Training College, and one each at Llanelly, Port Talbot, and Briton Ferry. The total number of classes was fifty-seven, and the number of first-year classes was forty—a total of ninety-seven, an increase of forty-two compared with the previous year, and about 2,200 students attend these classes. Emphasis is laid on the great difficulties under which the classes were held owing to unemployment, and changes in working hours, but in spite of these obstacles, the classes were most successful, which may be regarded as a strong testimony to the educational enthusiasm of the workers. Of the subjects studied, economics and industrial history were

the most popular, while classes were also held in Welsh literature or history, philosophy, and psychology, and English and French literature.

Throughout Wales we hear the cry that the secondary schools are in a very difficult financial position.

School Finances. Local Governors seem unable, in some schools, to provide the funds to meet the minimum requirements of the schools for which they are responsible, and appeals are constantly made to the Local Education Committees for help. In the majority of cases it has been possible to effect a satisfactory arrangement between the two authorities, but in one or two of the counties Local Education Authorities have shown the strongest possible disinclination to make any sacrifices for education, so that the schools are left in a parlous financial condition. Cardiganshire, for instance, has been notorious for its unprogressive attitude towards all educational movements, and its lack of sympathy with secondary education. It is content with the abnormally low education rate of 4d. in the pound for secondary education, and its scale of salaries for teachers is the lowest in the country. It has broken faith with its secondary teachers, for it has refused to recognize the Burnham Scale, though it had previously agreed to adopt it. Discontent and unrest are therefore rife in the county. The Cardigan farmer, in his fastnesses, seems out of touch with all the progressive movements which affect the country generally. The financial position as a whole needs careful consideration and sympathetic treatment, otherwise Wales will be in danger of losing the advantages it is deriving from its well-organized system of secondary education.

The Welsh Department of the Board of Education is submitting to Parliament an amended scheme to confer on the Central Welsh Board the power of examining pupils in municipal secondary schools. Such pupils, however, must pay the full cost of the examination, so that this extra work will not entail any additional expenditure on the Central Welsh Board. It is also proposed that ex-pupils of the Intermediate Schools who have passed a First Examination, may be examined in an additional subject or subjects that may be necessary to enable them to qualify for a Matriculation or a Professional Preliminary Examination. Notices of objection should be forwarded to the Welsh Department before September 15th.

This school, which is largely a non-local school, is in dire financial straits. The governing body had previously applied to the Glamorgan County Council for aid, but as Cardiff sends 139 girls to be educated at the school, the County Council recommended the governors to apply to the Cardiff City Council, and the matter is now under consideration.

The Board of Education is refusing all applications for extensions of premises, and is also withholding its sanction to the establishment of new secondary schools in spite of the urgent demand for them in certain areas. In Monmouthshire, the County Council has failed to obtain the Board's consent to the opening of secondary schools, though the sites for them have been selected, at Chepstow, Rhymney, and Nantyglo. The same policy was also pursued with regard to the proposed new school in the Amman Valley in Carmarthenshire.

Mr. John Elwyn James, M.A., from the Barry County School, has been appointed to the head-mastership of the Canton Municipal Secondary School, and Miss Platt from the Rhondda County School, Porth, to the head-mistress-ship of the Welshpool Intermediate School for Girls.

SCOTLAND.

After a keen contest Mr. J. W. Critchley, Rector of Dumfries Academy, has been elected President of the Educational Institute for the coming year. The result is one on which both Mr. Critchley and the Institute are to be congratulated. In an ordinary year teachers might have been glad to have the women teachers represented by Miss Paterson, or the north country represented by Mr. Skinner. But the year is not an ordinary year. The Institute is confronted with difficulties within and without, and it needs a man of exceptional strength who knows the business of the profession thoroughly and is acceptable to all sections of teachers. It has got that man in Mr. Critchley. He can be trusted to conduct with capacity the important negotiations regarding salaries and superannuation that will have to be

carried through in the course of the year, and he may be able to arrest the disruptive tendencies in the Institute which have become increasingly marked in the last two years. It is an open secret that the activities of the Primary Teachers' Association, in conjunction with the rather disappointing scales of salaries secured in most areas for secondary teachers, have seriously imperilled the unity of the profession in Scotland and led to threats of a breakaway on the part of secondary teachers in the cities. The election of a distinguished secondary teacher to the presidency at the present critical moment is a fortunate circumstance, and may mark a return to a more wise and tolerant relationship of the several sections of the Institute membership.

In accordance with expectations Mr. Munro has introduced into the House of Commons the Education

Superannuation. (Scotland) Superannuation Bill to bring Scotland into line with England. The Institute, anticipating this, had issued to Scottish Members of Parliament and to the public, a reasoned statement in support of different treatment for Scotland. In this statement it is pointed out that from 1912 to 1919 the superannuation fund had been built up by contributions from teachers (4 per cent of salary bill), school managers (2 per cent), and the Education Department (approximately 4 per cent), and that the change to a non-contributory system in 1919 was not desired by anybody in Scotland but was made in consequence of the change in the English scheme a year before. "The Government," the statement goes on to point out, "now propose to deduct from teachers 5 per cent of salary for purposes of superannuation; and that within three years of destroying a sound contributory system. They propose to make this deduction on no good reason or principle, but simply on the recommendation of the Geddes Committee which had no educational authority to support it." Against such an indirect reduction of salary, two arguments are put forward: (a) The Teachers' Superannuation (Scotland) Act was passed in June, 1919. The Minimum National Scales of Salaries were agreed upon at a Conference in Edinburgh in August, 1919—that is, two months after the terms of the Superannuation Act were known. (b) The Minimum National Scales were agreed upon at a Conference between representatives of Education Authorities and representatives of Teachers, over which Sir John Struthers, Secretary of the Scottish Education Department, presided. At the Conference Sir Arthur Rose, on the side of the Authorities, submitted a table showing the advantages of the new Superannuation Scheme, and those advantages were fully taken into account when the scales of salaries were being considered and finally adopted. Curiously enough, no mention is made of what is after all the fundamental difference between the Scottish and the English systems: that Scottish salaries being determined in accordance with a minimum national scale are subject to deduction of salary in so far as in any county they exceed the minimum. In actual fact such deductions are at the moment being made, and in consequence, if the Bill passes, Scottish teachers will be ground between the upper millstone of the Treasury and the nether millstone of local economies. In spite of the strength of the case of Scotland for special treatment, escape from superannuation contributions is not expected by teachers. The most that is hoped for is some mitigation of the position. From a hint thrown out by Mr. Munro in the second reading debate it seems as if a clause were likely to be inserted in the Bill enabling the authorities if so disposed to undertake the payment of part of the 5 per cent contribution on behalf of the staffs. Whether in their present economical mood any of them would be so disposed is doubtful, but at any rate they would be compelled to take into account the total effect of the reductions being made in teachers' salaries.

The movement in the direction of salary reductions initiated by the Glasgow Authority has spread over the country, and there are few authorities which are not announcing an arrangement with their teachers for lower salaries in the interests of the ratepayers. The collapse of resistance to reduction in Glasgow has made this easy elsewhere. Unfortunately Glasgow teachers, after deciding in a delegates' meeting to stand together and have the business settled by collective bargaining, then made a most pusillanimous rush for safety by signing the agreement for lower payment sent out to them as individuals. Even the five hundred teachers who maintained the dignity of the profession by standing out and refusing to sign, on the ground that all negotiations ought to be conducted through the Institute, finally succumbed on receiving a vague promise that the amount of the reduction would be re-considered if and when the Scottish Superannuation Scheme was made contributory. The only redeeming feature in the general situation, apart from the fact that elsewhere conflict has been

avoided, is that the defects of the Glasgow method of a uniform percentage deduction on all salaries has been realized by other authorities and an effort has been made to differentiate between better and worse paid teachers. A common procedure has been to levy toll on the part of salary in excess of the national minimum and to exempt salaries below £200. But the great variety of practice in regard to reductions amply confirms the contention of the Glasgow teachers that any change in salary schemes ought only to have been after careful negotiation between the parties concerned. Indeed some attempt should have been made at establishing a common policy for Scotland. The machinery for national negotiation in matters of this kind exists ready to hand in the Joint Council of teachers and authorities. Why did the teachers not appeal to this Council instead of letting themselves be hustled into being parties to hastily devised and ill-considered schemes of reductions? It looks as if the Institute had been so much pre-occupied with the Parliamentary position that it was taken unawares by the local economists.

The provisions in the omnibus Economy Bill affecting Scottish Education have so far been apathetically received. The authorities, it is reported, are rather upset by the proposed changes in the method of calculating educational grants and mean to interview the Scottish Secretary if the Bill is to be pushed forward just now. But teachers, and the public generally, are either too much in the holiday mood or have had enough of educational discussions for the time being and seem disinclined to concern themselves with it. With this state of mind prevailing the import of the clause relating to the payment of fees in primary and secondary schools is likely to be missed. The Act of 1918 required every authority to submit a scheme for the adequate provision of all forms of primary, intermediate, and secondary education in day schools without payment of fees. In other words, it made secondary education free of cost throughout the land. The Economy Bill eviscerates this vital clause by proposing that adequate provision for education without payment of fees with respect to education other than primary shall be deemed to be made if there is a reasonable exercise of the authorities' power of granting assistance to individual children and young persons. This is simply an "As-you-were" order.

The resolution of the St. Andrews Court to economize by appointing a lecturer in Education at £500 per annum instead of a professor at £800 is a serious blow to educational science in Scotland. Doubt has been raised as to the competence of the University to suspend the operation of the ordinance relating to the Bell Chair of Education in this off-hand fashion, and there is talk of an action for interdict. But whether the decision of the Court is *ultra vires* or not, teachers, especially the considerable number of them who are St. Andrews graduates, should protest against a course of action so detrimental to the standing of their professional studies. The Universities have always been inclined to treat their teacher students as step-children, and the only thing that will save the situation in St. Andrews or elsewhere is a clear intimation on the part of the teachers in the General Council that they will not tolerate any diminution in the facilities given for higher learning in pedagogy. The reason given for the non-appointment of a professor is the smallness of the Education classes in St. Andrews and Dundee. That is a dangerous argument for St. Andrews itself. If mere size of class is of so much account there will have to be more professorships cut down. But in point of fact it is a hopelessly bad reason. If in the past the classes have been small, that is the fault of the University itself which has failed to make the arrangements which would bring in the students. By proper co-ordination of the University classes with those in the Training College and by the provision of facilities for young teachers engaged in the Dundee schools, the number of students would be largely increased. If economy is desired the professor of education in St. Andrews should be at the same time lecturer on education in the Training College. The present duplication of teachers in the two institutions is indefensible on any ground.

In pleasant contrast with the state of matters in St. Andrews, is the evidence afforded of the prosperity of Education as a University study in Edinburgh by the list of those who have just graduated Bachelor of Education. Considering that the B.Ed. is a post-graduate degree, which has not as yet any very obvious commercial value, it is highly creditable to the education department of Edinburgh University that there should be so many as seven graduates. It is an interesting fact that one of

those graduating Doctor of Philosophy was a Chinese student holding the B.Ed. degree and submitting a thesis on an educational subject. Why, by the way, have there been no graduates in education in the other three Universities? Is it connected with the fact that in two of them there is not a chair in the subject, and that along with that goes insufficient staffing? There is something wrong when a centre like Glasgow with hundreds of education students lags behind in the academic recognition of education.

IRELAND.

The Intermediate Examinations have been unfortunate this year in getting mixed up with political events. **Examinations.** They were postponed for a week on account of the Parliamentary elections in the Free State, and on the concluding day, June 28, the civil war broke out in Dublin, the country districts were cut off from the capital, and not only had many of the centre superintendents difficulty in reaching their homes, but it was impossible for them to get the examination answer books to the education office in Dublin except after much delay. The result will be some delay also in correcting the answers and in issuing the results of the examinations which may not be ready in time for the reopening of the schools in September. The outbreak has also upset the educational arrangements for July, most of which had to be postponed — some of the examinations are to be held in August and September, and dates for others are yet to be announced.

The new Ministry of Education has begun badly with its arrangements for Intermediate Education for the coming year, 1922-23. There were many and loud complaints against the Intermediate Board in previous years, when for various reasons the Rules and Programme for the coming session were late in appearing, and especially if they were not issued until the summer vacation. When issued they were, however, definite and complete. This July the Ministry of Education has issued in a four-page leaflet a statement of changes which "will probably be sanctioned as part of the Programme for the Intermediate Examinations, 1923." Radical changes are made in the courses in Gaelic (Gaelic or Irish), English, and modern languages, but not in Latin or Greek. The usual method of prescribing in the Junior Grade a selection of English poems not contained in any anthology has always resulted in the publication of one or more special editions containing the selected poems, but this summer the Irish publishers hesitate to follow their usual practice, in the absence of any certainty that the poems will not be changed, so that when the schools reopen in September there will probably be no edition of these poems ready for use. In the Middle Grade a poem is put down (probably) which has for some time been out of print. Was this unknown to the Ministry? Other statements in the leaflet are that "There will be examinations in the usual three Grades, with Pass and Honours, and Exhibitions and Prizes as before"; "Geography and History will no longer be included in the course for English. There will probably be a Pass subject, History and Geography, in addition to the present Honours History and Historical Geography"; "There will be changes in certain other subjects, such as Domestic Economy, Drawing, and Music, but as these changes will be of minor importance, particulars will be issued at a later date." In Greek and Latin, apart from the changes in set books, the courses will remain as in 1922, and the set books follow the familiar lines, except that a number of new Anglo-Irish writers are introduced for the first time, and the criticism may be made that in the Junior Grade the English authors as a whole can hardly be said to be of the first rank.

In modern languages (apart from English), a sweeping change is introduced. No set books are anywhere prescribed, and in the Junior Grade Pass and Honours and in the Middle Grade Pass translation into and from the language will not be required. Free composition and passages in the language to be used as a basis for further exercises, such as the explanation of words, re-writing the passage with different persons, tenses, &c., are given a large place. Is it an intentional part of the policy of the new Ministry of Education that the teaching of modern language is to be divorced from literature and all that good literature embraces as a means of culture and an initiation into European thought? If so, it is a very serious step, involving as it may well do that the great majority of Intermediate pupils, many of whom will never set foot in a foreign land, will never have been even introduced to the wealth of contents embraced in French, or German, or other foreign modern literature.

In Middle Grade Honours, and Senior Grade Pass and Honours passages for translation will be set but as in previous years there will be no prescribed books, the choice of authors being left to the teachers and the schools. Of other subjects, such as mathematics, science, book-keeping, &c., no mention is made at all. But what is more important, under what Rules will the schools be working? Will the conditions of passing and obtaining honours be the same as heretofore? What returns will be required from the schools? And what grants will they receive, of what amount, and under what conditions? The Ministry of Education must accept responsibility for these shortcomings, as it is known that the Intermediate Education Board had quite early in the year prepared rules and programme for 1923, and certainly in view of the much wider changes contemplated for 1924 it would have been better to allow the old system to remain without change for another year.

The National University of Ireland has issued a notice for Matriculation candidates for the present

Matriculation. Those candidates who have entered for the Senior Grade Intermediate Examination with a view to matriculation upon its results are advised to enter provisionally for the autumn matriculation, pending the publication of the Senior Grade Intermediate Examination. The late date for entering is August 5 (or, on late entry fee, August 12). No student can begin his course of lectures leading to a degree until he has completed his matriculation, and a student intending to proceed to a degree must obtain a certificate of Matriculation from the Registrar of the University before entering a constituent or recognized College. Students who desire to be registered as Matriculated students on the results of outside examinations, must apply to the Registrar in Dublin.

The Queen's University, Belfast, and Trinity College, Dublin, were both busy during the civil outbreak in conferring both ordinary and Honour degrees, Trinity conducting its business as though outside her gates no armed and violent conflict were in progress. The following list of names receiving degrees in Belfast on July 11 is the longer and full of interest. The degree of LL.D. was conferred on Field-Marshal Sir. H. Wilson before his death and he should have been present for the formal ceremony on the 11th. The LL.D. was also conferred on Sir Jas. Craig, the Prime Minister, Mr. R. M. Jones, M.A., Head Master of the Royal Academical Institution, Mr. J. Miller, Chief Engineer of the Great Eastern Railway, Prof. J. L. Smith, F.R.S., of Edinburgh University, Mr. R. Stanley, Principal of the Belfast Municipal College, Sir R. Wallace, Chairman of the London Sessions; the D.Sc. on Prof. G. A. J. Cole, F.R.S., and Mr. R. L. Praeger, Chief Librarian of the National Library; and the D.Lit. on Mr. W. B. Yeats, the well-known Irish poet and dramatist.

REVIEWS AND MINOR NOTICES.

EARLY CHRISTIANITY: THE COMPOSITION AND PURPOSE OF THE ACTS OF THE APOSTLES.

The Beginnings of Christianity.—Part I. The Acts of the Apostles. Vol. II. Prolegomena II. Criticism. Edited by Dr. F. J. FOAKES-JACKSON and Dr. KIRSOPP LAKE. (24s. net. Macmillan.)

The second volume of the large work edited by Prof. Foakes-Jackson and Kirsopp Lake on "The Beginnings of Christianity" has followed the first without any great delay. On the whole it seems to us to be a more satisfactory production than Vol. I—the material is presented with care and fairness. The editors are still, it must be remembered, engaged on Part I of their work, this section being devoted to "The Acts of the Apostles." It looks as if Part I alone would embrace four large volumes, two of which have already appeared. The work is being carried through on a scale, and with a thoroughness, never before attempted in English.

The volume under review deals with three main themes: (1) the composition and purpose of Acts; (2) the identity of the editor of Luke and Acts; and (3) the history of criticism. Under each of these heads there are sections, devoted to the consideration of different aspects of the themes, which are the work partly of the editors themselves and partly of other scholars. Thus (1) includes

contributions by Prof. Burkitt ("The Use of Mark in the Gospel according to Luke"), and by Mr. W. K. Lowther Clarke ("The Use of the Septuagist in Acts"). Under (2) the case for and against the traditional view that Luke wrote both the Gospel and the Acts is presented by Mr. Emmett and Prof. Windisch respectively. Mr. Emmett's essay strikes us as being a very clear and valuable discussion. He frankly faces the difficulties of reconciling *Acts* and *Galatians*, and contends that "these difficulties disappear almost entirely if the three points for which we have argued can be made good: (1) that Acts xi. and Galatians ii. refer to the same events; (2) that Galatians was written to the Churches of South Galatia; (3) that it was written before the Council of Acts xv." In this way two interesting results are confirmed, viz. that the composition of *Galatians* is to be placed much earlier than was formerly supposed, and that the South Galatian theory is true.

The writer thus sums up:

One result at least stands out; Acts is independent of the Epistles. It neither uses them nor corrects them in such a way as to suggest that they are before the writer. On the other hand, there is a sufficiently remarkable general agreement in the picture of early Christianity, in the doings of Paul and his companions, and in the conception of his work and teaching. It is true that there are also apparent contradictions, but these are mainly on minor points; if the suggestions suggested . . . be borne in mind, they do not affect the general credibility of Acts, or destroy the possibility of its coming from a companion of the apostle.

Windisch's essay does not, we think, destroy the cogency of Mr. Emmett's discussion.

Two valuable essays at the end of the book deal with the history of Criticism as regards Acts in Germany and England. At the end of the volume, as illustrating the process by which an historical personage grows and develops in traditional presentation, two appendices are devoted to the story of St. Francis (by Mr. G. C. Coulton) and that of Margaret Catchpole (by Dr. Foakes-Jackson).

THE EVOLUTION OF PHILOSOPHY.

A History of Social Thought. By Prof. E. S. BOGARDUS. (University of Southern California Press.)

This solid volume of 500 pages justifies its claim to present a satisfactory background against which to project our thoughts on social subjects. Its author modestly says that it is written for students, and must accordingly not be taken as the last word on any of the matters treated. But even the best-qualified specialist on any branch of social thought would learn something by reading this mass of organized matter. In a general way Dr. Bogardus treats his subjects in their historical order, beginning with primitive man and ending with the current discussions. But he has a way of sometimes isolating one particular aspect and working that out along a chronological line of its own. For example, "Utopian Social Thought" includes the fanciful social organizations of all periods. So with "Individualistic Social Thought" and whichever subject lends itself to this departmental treatment. It would appear that repetition would necessarily result, but the arrangement is so good that no repetition occurs beyond what is absolutely necessary to impress firmly the true relationship among the different aspects. The book parallels in exposition what has taken place in actual development: i.e. there is a big broad general evolution and at the same time a fluctuating ebb and flow within certain areas.

Naturally, written from the American standpoint, the book takes full account of our English contributions. Mr. Graham Wallas, for example, gets sympathetic treatment, and Mr. Macdougall is paralleled with Prof. E. A. Ross in a way that is both interesting and illuminating. Most English readers will be surprised at the prominence given to Dr. Lester F. Ward, but those who are familiar with American thought will not be surprised at finding a whole chapter devoted to this writer. The last five chapters

are of special value to us on this side as giving a clear idea of certain movements with which we are very imperfectly acquainted. The problem of the possibility of Christianity being applied as a *working* scheme of social organization is worked out in a very effective way. Dr. E. Lyttelton will find here support for some of the views that he presents in his "Letters on Education." Naturally enough, Dr. Bogardus has a chapter on "The Rise of Educational Psychology," a chapter that will be of special interest to the readers of this Journal. But the interest of teachers will not be limited to special references: the whole book is full of matter that affects our work at all points. Indeed it makes a singularly powerful appeal to the thoughtful person who objects to ordinary philosophy because of its unpractical character.

WRITINGS OF SIR FRANCIS PALGRAVE.

The Collected Historical Works of Sir Francis Palgrave, K.H. In Ten Volumes. Volume VIII, *Truths and Fictions of the Middle Ages*: (1) *The Merchant and the Friar*; (2) *Three Generations of an Imaginary Norfolk Family*. Volumes IX and X, *Reviews, Essays, and other Writings*. In Two Volumes. Edited by Sir R. H. INGLIS PALGRAVE. (42s. net each. Cambridge University Press.)

The work of piety which Sir Inglis Palgrave undertook in honour of his father is now accomplished. The three fine volumes before us complete the set of ten, in which are comprised the Collected Historical Works of Sir Francis Palgrave. Sir Francis was a pioneer of that school of scientific historians who turn to original documents as the prime sources of their information, and who shake off the trammels of tradition in their efforts to discover the truth. Of course, after so long a lapse of time, most of Sir Francis's judgments have had to be revised. Nevertheless it is possible to contend that the revision is necessitated only because subsequent investigators have pursued the methods which Sir Francis inaugurated.

Under the title "Truths and Fictions of the Middle Ages" Sir Francis endeavoured to revitalize the medieval period by means of a sort of historical novel. He was not very successful for, with all his scholarship, he lacked the quickening imagination of the romancer. His "Merchant and Friar" is a laborious and rather dull reconstruction of medieval society out of materials supplied by records and chronicles. It would not be correct to say that Sir Francis's fictions are now recognized as truths, but it would be not far wrong to assert that most of his truths are now known to be fictions. This, indeed, is admitted by Mr. Hamilton Thompson, who contributes a very able and scholarly introduction to the text.

Volumes IX and X, edited with much care by Mr. H. E. Malden, contain a selection of the numerous introductions and articles written at different times by Sir Francis, whose energy and fertility were prodigious. The expediency of reprinting some of these is doubtful. They are almost too much out of date to be tolerable. One—on Popular Antiquities—actually appeared the year before the Battle of Waterloo. It seems almost cruel to recall this, and one or two others, from the merciful oblivion into which they had duly sunk. The editor's conscientious notes, however, do something to safeguard readers from the perils of the text.

CLASSICS.

Petronius: Leader of Fashion. Translation and Notes.

By J. M. MITCHELL. (8s. 6d. net. Routledge.)

This translation is excellent; sound scholarship and a racy English style have enabled Mr. Mitchell to produce a version of a very remarkable book which does not read like a translation at all. The notes, too, of a non-academic nature, are well calculated to furnish the general reader with all the information about the ancient world which is necessary to render a passage intelligible. There is a long introduction of fifty pages, in which Mr. Mitchell discusses the question of authorship, and inclines to identify the Petronius of the *Satyricon* with the

elegantiae arbiter of Tacitus, and maintains, very plausibly, that the picture of Trimalchio could not have been drawn without having Nero in mind. But there is also a section upon translation which raises very controversial matter. Before the war Mr. Mitchell was teaching Classics in a modern university to those who had little or no Classical training, and he became convinced of the inadequacy of the usual method of presentation in Classical teaching. He wanted something to make the ancients *real* to his pupils, to bring them home to their hearts as living people, and so he began this translation. The inference is that he intends to feed those who found Virgil and Cicero uninteresting upon Petronius, and it is here that we must part company with him. As he himself admits, after more than five years in the army, "I think it would be fair to say that no kind of training produced a higher average of versatility in the citizen army than the old classical curriculum of the public school and the university" (p. xvi). A generation brought up upon Petronius and his like would never deserve such a remark. There is plenty of room for improvement in our Classical teaching, and Mr. Mitchell will do us a good service if he brings his remarkable expository powers to bear upon the presentation to a modern audience of one of the more ideal Classical authors. The present work is, as we have said, excellent, but it is not for the young. There are printer's errors on pp. 97, 103, and 144.

ECONOMICS.

Getting and Spending. An Introduction to Economics. By LETTICE FISHER (Mrs. H. A. L. FISHER). (2s. 6d. net. Collins.)

Mrs. H. A. L. Fisher, who appears to possess that rare gift of making difficult things plain to children's minds, has written a very interesting little book on the elements of economics. She has succeeded in covering the whole ground in 203 pages, and it is needless to say that her treatment of the subject-matter is all that could be desired. She gives a clear account of economic terms, and shows the bearing of economic theory on the practical problems of life. But we should be inclined to say that her book is a "Reader" rather than a "Text-book." A text-book depends for its value on the way its subject-matter is set out. It prints in bold type paragraph headlines and marginal notes, and contains a serviceable index. Mrs. Fisher's little book has none of these things. It is true that she has provided a table of contents in the form of a summary. But this in itself will hardly suffice to make her small treatise useful as a text-book. This is a pity, since for so excellent a production it would have been well worth providing the outer trappings, as it were, of a useful handbook for beginners.

An Introduction to the Principles of Industrial Administration. By A. P. M. FLEMING and H. J. BROCKLEHURST. (3s. 6d. net. Pitman.)

Students of Descriptive Economics will find this little introduction to the principles of industrial administration of immense value, giving, as it does, a great deal of useful information about all aspects of industry—its historical development, its organization, and how it is carried on, both on its commercial and manufacturing side. The book may be especially recommended to those teachers whose business it is to impart "General Knowledge." The information has been carefully selected and is skilfully conveyed. The two chapters on the organization of a factory deserve special mention for their excellence.

EDUCATION.

The Play Movement in the United States. A Study of Community Recreation. By DR. CLARENCE E. RAINWATER. (The University of Chicago Press.)

The play movement in America has produced a considerable literature, some of which has been noticed in our columns during the last few years. Some indication of the nature of the movement is afforded by the fact that Dr. Rainwater, the author of the volume before us, held the offices of instructor in Playground Administration in the University of Chicago and director of a playground and recreation centre in that city. No such offices exist in this country. Since the Playground Association of America was formed in 1906, great progress has been made. What we have to learn from America is that in congested cities space must be provided for play, and that people have definitely to be taught how to play. We have begun to see that play has been a neglected factor in the education of the masses, but even yet we have not grasped the significance of play, for grown-ups as well as for children, as an antidote to the social ills of the great city, and as a relief to the tedium of rural life. Such books as Dr. Rainwater's

should help us. He traces the play movement from the "sand garden" stage to the "community service" stage, and shows in detail what the movement is doing for American life. The book is well illustrated, and contains a large amount of clearly arranged information on the subject.

The Growing Girl: Her Development and Training.

By Dr. EVELYN SAYWELL. (1s. net. Methuen.)

Originally given as lectures to parents and teachers, the three chapters of which this little book consists deal in so sensible a way with the upbringing of children that we are not surprised at the request of some of the audience that the lectures should be printed. Mrs. Saywell acknowledges her indebtedness to Dr. Crichton Miller, who writes a preface to the book. Indeed, readers of Dr. Miller's "New Psychology" would have observed the indebtedness in any case. The usual snares which beset writers on the subject are avoided by Mrs. Saywell, and her book will be useful to many who have neither the time nor the desire to attack the larger treatises.

ENGLISH.

True Stories of the Water Folk. By M. MARLOWE. (2s. 6d. net. Harrap.)

Based mainly upon the direct observations of the writer, these stories are told in such simple language that quite young children may read for themselves the instructive adventures of Sammy Stickleback, Fanny Frog, Susie Spider, and the rest. The print is clear and large, and the illustrations fair.

Chambers's Narrative Readers.—*The Travelling Companions, The Marsh King's Daughter, and The Elf at the Grocer's.* By HANS ANDERSEN. (4d. each. Chambers.)

These neat, paper-covered, clearly-printed booklets, with their effective illustrations, can count upon a welcome in our needy schools, where, it is to be hoped, no children are allowed to grow up ignorant of Andersen.

Black Beauty: A Story of the Ups and Downs of a Horse's Life. By ANNA SEWELL. (1s. 6d. net. Jarrold.)

We rejoice to see a reprint of this artless and appealing story of the ups and downs of a horse's life. We can well believe, as the preface asserts, that it has done more than any book in the world to teach people to love and care properly for horses. The author seems to have possessed an intuitive understanding of the fears and the sufferings of dumb creatures, and all country children, at any rate, ought to be made acquainted with her work.

Literature Teaching in Schools: A Manual of Matter and Method. By J. EADES. (4s. 6d. net. E. J. Arnold.)

It appears that this work is destined for teachers in elementary schools or in the lower forms of secondary schools. Surely elaborate abridgments of masterpieces like "Martin Chuzzlewit," "Shirley," "The Talisman," and "The Lay of the Last Minstrel" are ludicrously out of place, as the teacher must have the original volume himself to work from. A large portion of the book is devoted to such outlines of well-known poems and novels, useless to any self-respecting teacher who might have been grateful for the hints on methods of teaching in Part I. One would have imagined that a more distinguished representative of present-day writers could have been chosen to figure beside Newbolt and Kipling than the one selected (p. 110). Many of the poems suggested for little children seem rather trivial.

GEOGRAPHY.

Arnold's Modern Geographies.—III.—*Europe.* Including a Short Summary of the Asiatic and African Lands of the Mediterranean. By A. A. DAVEY. (9d. Edward Arnold.)

This little book of ninety-six pages is clearly printed and carefully arranged in paragraphs. As in the other books of this series, the political division is taken as the unit. The new countries of Europe are briefly described in separate sections. The official name of Yugoslavia is not mentioned, and the comparison of the shape of Czechoslovakia to a "tadpole seen sideways" might with advantage be omitted in the next edition.

Industrial and Commercial Geography: With Special Reference to the British Empire. By A. RADFORD. (3s. 6d. net. Collins.)

The writer of this book is a man of ideas and broad outlook, and he applies the science of economics to the study of commercial geography. Too much matter, however, has been condensed into the small space of three hundred pages; the sections on the physical features and climate of the world (pages 41-60) and of the British Isles (pages 77-79) might have been omitted in order

to leave more room for the main thesis of the work. The chapters on The Leadership of the World, Transport, and Migration are particularly good, and throughout the book stress is laid on the distribution of population and the causes which have led to certain areas being densely populated. At the end of each chapter is a set of exercises intended not only to test what has been learnt but also to suggest problems for further study.

The Human Geographies, Secondary Series.—Book II—*The Atlantic Hemisphere.* By J. FAIRGRIEVE and E. YOUNG. (3s. Philip.)

The plan of this book closely follows that of the first volume of the series. Out of eighteen chapters in this volume three are devoted to Africa (with special reference to the Nile Valley and Southern Africa), one to the Atlantic basin, and ten to a somewhat detailed description of North and South America (including the lands on the Pacific as well as on the Atlantic seaboard). The authors are very successful in making the Human Geography the dominant note throughout the work and in discussing man's activities in relation to his environment. Many sketch maps and diagrams illustrate the text.

A Progressive Course of Comparative Geography on the Concentric System. By P. H. L'ESTRANGE, B.A. (15s. net. Philip.)

Mr. L'Estrange's well-known "Progressive Course of Comparative Geography" has been thoroughly revised and brought up to date. The complete work, now ready for use, provides a two years' course of study, and in all sections of the book human geography is strongly emphasized, especially with regard to the influence of environment on man's progress. Historical and economic geography are also constantly referred to. The text is profusely illustrated with maps (many of them in colours), diagrams, and pictures. For so excellent a production the price is remarkably low. It may be noted that this Geography is also published (a) in six separate parts, each of which is intended for one term's work, (b) as a text-book only (without illustrations), and (c) as an atlas of comparative geography, the maps being bound up separately.

Philip's New School Atlas of Comparative Geography. (3s. 6d. net. Philip.)

This attractive Atlas can be recommended for use in the middle forms of secondary schools. The political and physical maps appear on opposite pages, so that they can be readily compared. Throughout the Atlas the maps are effectively coloured, and on the orographical maps the contour lines are drawn with great clearness. There are also many useful sectional maps of the large land masses, such as Central Africa and the Nile valley.

HISTORY.

The Spirit of Our Laws. By HERMAN COHEN. Second Edition. (9s. net. Heffer.)

This is the second edition, thoroughly revised, of a book originally published in 1907. It is intended to give a sketch of the British judicial and legal system adapted to the needs of non-professional readers. It is an excellent introductory survey for all who intend to enter the ranks of the law, or expect to be called upon to play a part in public life.

Heroes of All Time: George Washington. By ADA RUSSELL. (2s. Harrap.)

Messrs. Harrap's "Heroes of All Time" Series now comprises nearly thirty volumes. Of these Miss Ada Russell has written the biographies of Alexander the Great and Julius Caesar. She now presents George Washington, and she has succeeded in giving a vivid and sympathetic outline of his career. A notable feature of this volume is a sixty-page appendix of extracts from Washington's writings.

Britain as a European Power. By A. BROWNING. (3s. 6d. net. Collins.)

Mr. Browning's idea is a happy one. It is "to bring out the connexion between Britain and Europe." He treats of British affairs in so far as they have had Continental relations. Beginning with Britain as part of the Roman Empire, he concludes with Britain as a member of the anti-German Alliance in the war of 1914-18. Teachers will find Mr. Browning's treatment of his theme full of suggestion.

History Assignments under the Dalton Plan. By E. I. SIDLEY. (6d. net. Bell.)

These model assignments are reprinted, with additions, from the *Times* Educational Supplement. They will be found useful by teachers who are required to adopt the Dalton Plan without knowing what it is.

The Expansion of Europe: The Culmination of Modern History. Third Edition. By RAMSAY MUIR. (12s. Constable.)

This third edition of Prof. Ramsay Muir's "Expansion of Europe" is much more than a revision of the two editions which appeared during the period of the war. The latter half of the book has been rewritten in the light of recent evidence, and the story has been carried down to the Treaty of Versailles. Of the unchanged early sections of the work it is not necessary to say anything on the present occasion: they are widely known as an excellent summary of the colonizing activity of the European peoples from the time of Columbus onward. The new sections contain vivid narratives of the imperial causes of the Great War, and acute discussions of the peace settlement. Prof. Muir has no sympathy with those who seek to exculpate Germany. "The vaulting ambitions of Germany, and her visions of world-power," he says, "had thus forced upon the world a desperate struggle, in which the destinies of the whole globe were involved." Again: "The dreadful conflict of 1914-1918, which drew almost the whole world into its vortex, and nearly brought about the downfall of civilization, was ultimately due to the insane ambitions of a single power." It is well that this truth, which some are inclined to deny, should be strongly emphasized.

MATHEMATICS.

The Fourth Dimension Simply Explained. With an Introduction and Editorial Notes by Prof. H. P. MANNING. (7s. 6d. net. Methuen.)

This is a collection of twenty-two essays selected from the 245 submitted in a prize competition held in 1909 for the best popular explanation of the Fourth Dimension. Prof. Manning, whose work on the subject is the most systematic and complete that has yet appeared, was one of the judges, and contributes an introduction to the collection. Naturally the essayists cover much common ground. They mainly concern themselves with the elements of the pure geometry of four dimensional space, with the question of its physical reality, and with methods of attaining some mental apprehension of this reality. There is evidence that the subject excites wide-spread interest, and the Einsteinian concept of the universe as a four dimensional continuum in which imaginary time plays the part of a dimension has recently stimulated still further the desire for enlightenment on these obscure matters. It is clear that these "tricks to try the stretch of human brain" occasionally do lead to something more valuable than "mere curious pleasure . . . or ingenious pain."

A Study of Mathematical Education, including the Teaching of Arithmetic. By B. BRANFORD. New Edition, Revised and Enlarged. (7s. 6d. net. Clarendon Press.)

The new edition of this somewhat amorphous collection of essays, studies, and notes of lectures on the teaching of mathematics, differs from the original one in the addition of a chapter in which the author discourses on a supposed loss of accuracy about the age of fourteen, on the desirability of mathematicians turning their attention to the problems presented by biology, economics, statistics, and finance, on the present position of geometrical teaching, and on other more or less closely related matters. For the sake of those who are unacquainted with the earlier edition, it may be mentioned that the writer's arguments are directed towards establishing two main propositions, viz. that the order of instruction in mathematics should follow the historical order of the development of the subject by the race, and that geometry should be the central subject to which all other mathematical disciplines should be related. There is, however, no systematic development of the argument, the aim of the author being apparently to stimulate research into these questions amongst those who are engaged in teaching. It is in many ways a suggestive and helpful book and may be commended to the attention of teachers anxious to extend their horizons.

MISCELLANEOUS.

The Everyday Life Series! I.—Everyday Life in the Old Stone Age. By M. and C. H. B. QUENNEL. (5s. net. Batsford.)

The authors of this little book will probably be remembered by their "History of Everyday Things in England." They are now publishing a series of books, "The Everyday Life Series," going back to the beginnings of man. The present volume deals with the life of the Old Stone Age, and covers the ground from the Java Sub-Man to the Onet Skulls. From scanty remains and from their study of primitive races of more recent times the authors have painted an attractive and human picture of the daily life and work of Strepyan, Chellean, Acheulean, Mousterian, Aurignacian, Solutrean, Magdalenian,

and Azilian man. We doubt whether the introduction to archaeology will be easily understood by the audience to whom it is addressed, and imagine that one or two other parts of the work will prove somewhat difficult of comprehension, mainly owing to the smallness of the book and the consequent lack of space. However, the book should prove of real value, with or without the aid of the teacher, to the older boy or girl. Seeing that the authors are breaking new ground, and difficult and uncertain ground, the experiment can be described as most successful. The whole work is written in an intimate manner, and the fine illustrations and reconstructions form half of its value.

Home Carpentry and Cabinet Making. By F. W. LEWIS. (3s. 6d. net. Routledge.)

While there is little doubt that carpentry is best learnt from personal instruction by a skilled workman, we have seldom seen a more satisfactory book for the amateur woodworker than this little volume. The author is evidently a craftsman with wide teaching experience, and he is to be congratulated on the success with which he has developed his subject. Comprehensive in scope, well printed, carefully arranged, profusely illustrated, the book should find a place in the library of every would-be amateur. We particularly commend Chapter III (on various woods), Chapter V (on the use of tools), and Chapter VI (on joints), although we notice, among other minor omissions, that there is no reference to Japanese oak in Chapter III, or to the use of "winding strips" in Chapter V. A subject of great interest to amateurs—finishing—is adequately treated in Chapters IX and X, although it is neglected in most elementary text-books. In his introduction the author refers to the economic value of woodwork as a hobby. A note on the present cost of tools and the current prices of timber would be illuminating.

Bell's Handbooks of Commerce and Finance.—(1) The Import Trade: Mixing Commodities. By A. RISDON PALMER.

(2) *The Use of Graphs in Commerce and Industry.* By A. RISDON PALMER. (2s. net each. Bell.)

The first of this series, entitled "Transport and the Export Trade," was referred to in these columns soon after publication. We have now received two more volumes dealing with customs duties and shipping documents, mixing and blending of commodities, and graphical representation and calculation applied to commerce and industry. The import trade is treated very briefly and, in view of the title of the book, the explanations given regarding customs duties and the importing business must be considered meagre. However, the book contains some excellent facsimile documents, and the examples provide good practice in writing invoices and account sales. The mixing of commodities is explained in a practical and interesting manner, and will appeal to teachers who combine business methods with instruction in arithmetic. The various methods of graphical representation are explained in order of difficulty, beginning with the line graph and proceeding through a series of graduated exercises to the use of rectangles and circles, and finally the meaning of the area enclosed by a graph. The work is well illustrated and clearly explained.

The "B.O.P." Library: *The Shadow on the School.*

By FRANK ELIAS. (3s. net. B.O.P. Office.)

Since the days of Talbot Baines Reed the *Boy's Own Paper* has been famous for school stories. This one is exciting enough, and all the time "the school behind the school" is in evidence, though not too prominently. There is a thrilling cricket match, and the secret of the stolen examination paper is well kept until the end. To say that the book has not quite the same glamour as, say, *The Master of the Shell*, is perhaps to confess oneself an old fogey and *laudator temporis acti*. Frankly, this thoroughly healthy story will be enthusiastically received.

Take It In Time: Talks on Thrift for Boys and Girls. By the Author of "How to Make a Fortune." (2s. 6d. net. Mills & Boon.)

The writer of this book has already appeared before the public as the author of "How to Make a Fortune; or, The Art of Growing Money," by "One who has grown it." His latest effort might have been entitled, "The Secret of Prosperity; or, The art of getting on," by "One who has got on." His subject is Thrift, and it is a merit that he conceives of thrift, not as merely saving money, but as the careful use of all talents and opportunities. He writes plainly and sensibly, and his language is well within the comprehension of boys and girls. Candidly, however, if we are to talk to boys and girls about the conduct of life, we prefer a broader notion of success than is here implied. This book might have satisfied the Geddes Committee. We hope that, taken by itself at least, it will satisfy no teacher.

Some Account of the Oxford University Press, 1468-1921.
(5s. net. Clarendon Press, Humphrey Milford.)

Not only Oxford, but England at large, may well be proud of a University Press which has been in existence for more than 450 years, and has been closely identified with the history of literature and scholarship in this country. The work before us tells the story of the origin and development of the Press's activities, and describes its present operations. In itself it is a beautiful example, if any were needed, of what the Press can do in the way of book production. The illustrations are well chosen and finely produced. The account of the work of the Press during the war, and of its enterprise in connexion with the great Oxford Dictionary and the Dictionary of National Biography, are among the features which will make this book one of general interest.

Traders and Trading: An Introduction to the Principles and Conduct of Business. By W. J. WESTON. (2s. 6d. net. Pitman.)

A well-expressed introductory volume intended to serve as a means of approaching the study of the more difficult textbooks on the conducting of business. It contains twenty short chapters dealing with various aspects of business activity. Without attempting to give detailed instruction in business organization, it lays a foundation for such instruction, by presenting in an interesting manner the trader's work in the world, and the way in which his functions are assisted by the institutions which make up the mechanism of commerce. It is to be recommended for general reading.

PSYCHOLOGY.

- (1) *The Machinery of the Mind.* By VIOLET M. FIRTH. (3s. 6d. net. Allen & Unwin.) (2) *Practical Psycho-Analysis.* An Introductory Handbook. By H. SOMERVILLE. (6s. net. Baillière, Tindall & Cox.)

(1) The literature of psycho-analysis grows apace, and most general readers know by this time that books on the subject differ very widely in scope and contents. Some are written for the beginner, others for the initiated, and still others for the specialist. Some, again, have an educational, and others a medical, bias. To any teacher or parent who wants an introductory and strictly elementary treatment of the newer psychology, we can cordially recommend Miss Firth's unpretending, but, in its way, most useful and meritorious little work. Originally given as a popular lecture course, it is intended "for those who have neither the time nor the training necessary to assimilate the standard works on the subject, but who want to know its elements." We have read the book with great interest from the first word to the last, and can certify that the writer's intention is well carried out. Mr. A. G. Tansley's commendatory preface is a well deserved tribute to Miss Firth's skill in presenting the subject simply, and to the general soundness of her matter.

(2) Widely different in its intention is Mr. H. Somerville's work on "Practical Psycho-Analysis." His also is an elementary work, but it is written for doctors and medical students who wish to know something of the subject, and have not time for the larger treatises. It is certainly not a book for any lay person similarly situated. Its point of view is naturally pathological throughout, whereas the person in charge of ordinary children or students wants to know what light psycho-analysis has to throw upon the mental life of the normal human being. To read this book would be misleading and shocking to most teachers and parents. But if any teacher has already grasped the main outlines of the newer psychology, as presented, say, by Mr. Tansley, and now desires an acquaintance with the medical point of view; and in particular if any such one has given up in despair Dr. Ernest Jones's bulky "Papers on Psycho-Analysis," Mr. Somerville will prove a useful guide. We should add that the writer clearly owns Freud as his master, and that the sexual element predominates in his treatment of the subject.

SCIENCE.

Notes on Furnishing and Equipment of Chemical Laboratories. (Chemical Society, Burlington House.)

A year ago the Council of the Chemical Society arranged a Conference to consider possible economies in the equipment of chemical laboratories. The recommendations thus arrived at are embodied in the pamphlet before us, and are issued in the hope that they may be of practical value to those concerned in the fitting up of science rooms. The seven sections deal with the tops of working benches, shelves for reagents, fume cupboards and hoods, sinks and waste channels, ventilation, miscellaneous and standardization of laboratory furniture. It need scarcely be said that the multiplicity of counsel on these

matters, yielded by experts who have actually designed and worked in laboratories has produced an authoritative mass of evidence as to the best materials and methods to be adopted. Many teachers who have experienced the unenviable product of the ordinary architect will regret that this brochure did not appear earlier. Certainly every teacher should procure a copy, although it is probably hopeless to expect a similar infiltration into the libraries of the usual designer.

Typical Flies: A Photographic Atlas. By E. K. PEARCE. Second Series. (15s. net. Cambridge University Press.)

The enormous economic importance as well as the biological interest of the two-winged flies make it especially desirable that students of these insects should have access to good illustrations for purposes of identification. Hitherto such helps have not been easily available. The two volumes of Mr. Pearce's Atlas, however, will do much to fill this serious gap in the literature of the subject, inasmuch as they provide clear photographic representations, on stated scales of magnification, of the principal British diptera, together with notes of the life histories. Most of the 125 photographs here reproduced—like those of Volume I—show distinctly the venation of the wings and other diagnostic features. The work should encourage the study, so urgently needed, of the most harmful of all groups of insects.

Alchemy: Its Science and Romance. By the Rt. Rev. J. E. MERCER. (9s. net. S.P.C.K.)

All who are interested in the rise of chemistry and of experimental science generally will find pleasure and instruction in Bishop Mercer's little book, in which the story of the great alchemists and of their labours and speculations is well told. Most readers will agree with the author's claim that the genuine alchemists must rank as true men of science and discoverers.

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A Text-Book of Zoology. By the late Prof. T. J. PARKER and Prof. W. A. HASWELL. In Two Volumes. Third Edition. (50s. net. Macmillan.)

The appearance, after an interval of eleven years, of a new edition, affords the opportunity of calling the attention of teachers and students of zoology to the merits of this famous text-book. Some text-books introduce to their reader the various classes and orders of animals by means of cut-and-dried definitions, which, in the absence of specific knowledge, can convey but little clearly to the mind of the beginner. Here, however, the reverse, and far saner method is adopted. At least one, and in many cases two or three examples of each of the main groups are first described in detail, and with such clearness and aid from illustrations that a first-year student with a specimen before him should be able to acquire a clear grasp of the fundamental features; and then follows a summary or definition of the group, the learner being in a position to visualize its entire import. This third edition has been revised and brought up to date throughout; the most extensive alterations being in the chapters devoted respectively to the Nematode worms, the Mollusca, and the Annelid worms. The size of the work might, perhaps, lead teachers to fear that its standard was beyond that of school age. This is not so; for though of necessity it includes more than is required for elementary examinations in zoology, its contents are nowhere beyond the grasp of senior pupils; and for such of these as intend to pursue zoology after leaving school no text-book can be more highly recommended.

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BY "ESSE QUAM VIDERI."

DUKE: Look well at that tunic. It is the only garment which boredom has never shared with me. And what about this little ornament which you pretend not to see?

GASTON: A woollen stripe.

DUKE: Which I picked up on the plains of Isly, my good fellow.

GASTON: And when are you to have the star of the brave?

DUKE: Ah! don't let's joke about it any more, my dear sir. That was all very well in former days: nowadays the cross is the one object of my ambition, and to win it I would cheerfully give a pint of my blood.

GASTON: Why, you have become quite an old soldier!

DUKE: I don't deny it. I love my profession. It is the only one which is suitable for a ruined gentleman. You see this active, adventurous life is amusing; even the discipline has its charm: it is healthy, and the mind is at rest when one's life is regulated for one in advance, without any possible discussion, consequently without any vacillations or regrets. Hence comes our heedlessness and our gaiety. You know what you have to do, and you do it and are happy.

GASTON: A cheap kind of happiness!

DUKE: And then, my dear sir, those patriotic ideas at which we sneered in the Café de Paris and that we qualified as Jingoism have a knack of making our hearts swell terribly when we come face to face with the enemy. The first cannon shot destroys all humbug and the flag is no longer a rag at the end of a pole, but it is our country's very robe.

(Continued on page 534).

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DUKE: Yes, you may well look at that greatcoat. It is the only coat that boredom never entered in my company. And that little decoration that you pretend not to see. . . . (*He points to the stripes.*)

GASTON: A woollen stripe.

DUKE: Which I picked up in the plain of Isly, my friend.

GASTON: And when will you get the "Star of the Brave"?

DUKE: My dear fellow, let's have no more joking on that subject; it was all right once upon a time, but now the cross is the one ambition of my life, and to get it I would gladly give a pint of my blood.

GASTON: Why, you're an out and out soldier!

DUKE: Gad, yes, that I am—I love my trade. It's the only one that suits a ruined gentleman, and my only regret is that I did not adopt it sooner. You see, this life of activity and adventure is entertaining; every bit of it, even the discipline has its charm; it is wholesome and restful to the mind to have one's life regulated in advance; no discussion is possible, consequently neither vacillation nor regret is possible. One knows what one ought to do, one does it, and one is happy.

GASTON: At small cost, too.

DUKE: And then, my dear chap, those patriotic ideas which we used to make fun of at the Café de Paris, and treat as Jingoism, swell our hearts like the deuce when we get in front of the enemy. The first cannon shot smashes humbug to bits and the flag is no longer a bit of cloth at the end of a pole, it is the very garment in which the country is robed.

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ASSISTANT MISTRESS for Botany to Matric. standard, Modern Geography to Senior Camb. Must have satisfactory qualifications, though a degree is not essential. Salary according to qualifications. There are 60 girls in the School, all boarders; staff of 10 Mistresses. (Worcestershire.)—No. 1,653.

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ASSISTANT MISTRESS (Graduate) for very good Geography and good History. Salary according to Burnham Scale. Dual Secondary School, 200 pupils. (Wales.)—No. 1,682.

ASSISTANT MISTRESS to teach Mathematics (chiefly Arithmetic at present), French, Grammar, and Geography. Good disciplinary essential. Salary £200, non-res. (Wales.)—No. 1,690.

ASSISTANT MISTRESS (Graduate) for Mathematics and Latin. Salary £130, res. Must be a lady by birth and education. First-class School on S. Coast.—No. 1,708.

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GRADUATE wanted for Mathematics and Science. R.C. by preference, but not essential. Salary £260, non-res. Recognized School, 600 pupils. (Yorks.)—No. 1,751.

GRADUATE required for Science (Physics, Chemistry, and Botany). Salary £230, non-res. Public Secondary School, 300 pupils. (Staffs.)—No. 1,753.

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GRADUATE required for Mathematics. R.C. essential. Salary according to qualifications and experience. Large Convent School in Essex.—No. 1,716.

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SCIENCE MISTRESS (Graduate) for Recognized Day School in the Midlands. Physics and Chemistry. Salary according to Burnham Scale.—No. 1,651.

SCIENCE MISTRESS wanted for Training College. Nature knowledge (Botany and Zoology), Modern Geography. Graduate desired. To lecture to students in College. The post is non-res., and Salary according to qualifications.—No. 1,622.

ASSISTANT MISTRESS (Graduate) for Botany, Mathematics, and General Science. Salary according to Burnham Scale. R.C. essential. Recognized Secondary Day School, near London, 200 pupils.—No. 1,613.

GRADUATE wanted for Chemistry, Botany, and Physics. Salary according to Burnham Scale. Upper Class High School, 300 pupils; Staff, 22 Mistresses. (Midlands.)—No. 1,612.

GRADUATE (B.Sc.) wanted for a new School to be opened in Sept. Chemistry and Botany. Salary according to qualifications. (Sussex.)—No. 1,580.

ASSISTANT MISTRESS wanted for Mathematics. Salary £120, res. School in W. of England, 200 pupils.—No. 1,584.

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July 29, 1922.

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June 28, 1922.

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GAMES MISTRESS required in September for an important Girls' Boarding School in the Home Counties. She should be able to offer some English. The post will be a resident one and salary offered according to qualifications and experience.—No. 21,853.

PHYSICAL CULTURE MISTRESS required in September for an important Girls' Boarding School, recognized by the Board of Education, on the South Coast. The candidate must be either a Dartford or Bedford student. Salary offered £100 to £120 per annum, resident, according to qualifications and experience.—No. 21,451.

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SENIOR FRENCH MISTRESS required in September for a large Girls' School in the North of England. Graduate essential. Salary offered £300 per annum, non-resident.—No. 21,965.

ASSISTANT MISTRESS required in September for an important Girls' Public School in Scotland. She must be able to teach French up to University Scholarship standard. Graduate essential. Salary offered £250 per annum, non-resident.—No. 21,932.

ASSISTANT MISTRESS required to teach French in a Recognized Dual Secondary School in the North of England. Graduate essential. The post is a non-resident one and salary according to the Burnham Scale.—No. 21,963.

SENIOR FRENCH MISTRESS required in September for an important Girls' Private School. The post will be a resident one and salary offered £100 to £150 per annum, according to qualifications and experience.—No. 21,718.

NATIVE FRENCH TEACHER required in September for a Girls' Private School in the South-West of England. The candidate appointed must have had previous experience in English Schools. Salary offered from £70 to £100 per annum, resident, according to qualifications and experience.—No. 21,844.

NATIVE FRENCH MISTRESS required in a Girls' Private School on the South-East Coast. Experience in English Schools essential. The post will be a resident one and salary offered according to qualifications and experience.—No. 21,752.

NATIVE FRENCH MISTRESS required in an important Girls' Boarding School in the South-West of England. Salary offered about £50 per annum, resident.—No. 21,909.

NATIVE FRENCH MISTRESS required in

September for a Girls' Day and Boarding School in the London district. The candidate appointed must be able to offer French up to Matriculation Standard and be able to offer some other subjects. Salary offered about £75 per annum, resident.—No. 21,761.

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JUNIOR FORM MISTRESS required for a Girls' Private School in the South-West of England. The candidate appointed should be able to teach Botany throughout the school, together with Junior Drill. Salary offered £80 to £100 per annum, resident, according to qualifications and experience.—No. 21,843.

ASSISTANT MISTRESS required in September for a high-class Boys' Preparatory School on the South Coast, to teach Music and French. Salary offered about £75 per annum, res.—No. 21,939.

ASSISTANT MISTRESS required in September at a high-class Boys' Preparatory School in the Home Counties, to teach Pianoforte, Dancing, together with some subjects in the lowest Form. Salary offered £100 per annum, together with board and residence.—No. 21,846.

ASSISTANT MISTRESS required in September at a high-class Boys' Preparatory School in North Wales, to teach General Junior Form subjects, together with Music and Drawing. Salary offered £110 to £115 per annum, resident, according to qualifications and experience.—No. 21,575.

ASSISTANT MISTRESS required in September in an important Boys' Preparatory School in the Home Counties, to teach good French, together with some Class Singing. Salary offered £150 per annum, resident.—No. 21,802.

JUNIOR MISTRESS required in September for a high-class Girls' Private School in the Home Counties. Her subjects are Needlework, Arithmetic, and Geometry up to Form IV standard. The post will be a resident one and salary offered from £100 per annum, according to qualifications and experience.—No. 21,740.

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MATHEMATICAL MISTRESS required in September for an important Girls' Public School in Scotland. Graduate essential. Salary offered £250 per annum, non-resident.—No. 21,930.

SCIENCE AND MATHEMATICAL MISTRESS required for an important Girls' Boarding School on the South Coast. Salary offered £150 per annum, resident.—No. 21,890.

SCIENCE MISTRESS required in September for an important Girls' Boarding School on the South Coast, to teach Botany and Elementary Science. The post will be a resident one and salary according to the Burnham Scale.—No. 21,866.

SCIENCE MISTRESS required for an important Church of England School in the Home Counties to teach Botany and Elementary Science. Graduate essential. Salary offered £170, rising by annual increments of £10 to £350 per annum, non-resident.—No. 21,716.

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CLASSICAL MISTRESS required in September in an important Girls' Boarding School in the South-West of England. Graduate essential. The post will be a resident one and a good salary will be offered.—No. 21,502.

CLASSICAL MISTRESS required in an important Girls' Boarding School recognized by the Board of Education, on the South Coast. Graduate essential. Salary offered from £130 to £160 per annum, resident.—No. 21,441.

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SENIOR ENGLISH MISTRESS required in September for a large high-class School for Girls in the North of England. Graduate essential. Salary offered £300 per annum, non-resident.—No. 21,967.

SENIOR ENGLISH MISTRESS required for an important Co-Educational School in the South-West Counties. Graduate essential. The post is a non-resident one and salary in accordance with the Burnham Scale.—No. 21,765.

SENIOR MISTRESS required for a Girls' Private School on the South Coast, to teach English Literature with Geography or Latin. Salary offered from £140 per annum, resident.—No. 21,997.

ENGLISH MISTRESS required for a Girls' Day School in the London district, to teach English subjects up to Junior Cambridge Standard. Experience essential. Salary offered not less than £120 per annum, non-resident, with lunches at the school.—No. 22,001.

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MUSIC MISTRESS required in September for an important Girls' Public School in Scotland. She must hold her full Diploma. Salary offered £250 per annum, non-resident.—No. 21,931.

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MUSIC MISTRESS required in September for a high-class Girls' Private School on the South-East Coast. Salary offered from £100 per annum, resident, upwards.—No. 21,728.

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BROADWAY, E.C.4, LONDON, ENGLAND.

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For announcements of
UNIVERSITY CORRESPONDENCE COLLEGE.
See below and pp. 554, 560, 580.

UNIVERSITY TUTORIAL COLLEGE.
See p. 547.

UNIVERSITY TUTORIAL PRESS, LD.
See pp. 575, 604, 607.

For **BOOK BARGAINS** see
pages 553, 573, 583, 590, 618, etc.

MEDICAL COLLEGE and DENTAL SCHOOL
Announcements
will be found on pages 552 and 553.

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will be found on page 602.**

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See also pages 545-553, 560, 583, 587, 590, 597, 600, 607; [Halls of Residence] 546; [Physical Training] 547, 600; [Scholarships] 597.

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Dean for the Session 1921-22, Professor W. H. ECCLES, D.Sc., F.R.S.

The College provides practical scientific training for students who desire to become Civil, Mechanical, or Electrical Engineers, or Chemists.

Candidates are required to pass an Entrance Examination in Mathematics and English, but the Matriculation Certificate of any British University, and certain other qualifications, are accepted in lieu of it. The next Entrance Examination will be held on Tuesday, September 10th.

Applications for admission should be forwarded to the College on forms to be obtained from the REGISTRAR. The Programme of the College is under revision, and will be issued shortly.

UNIVERSITY COLLEGES, Training Colleges, and Technical Schools.

See also pages 545-553, 560, 583, 587, 590, 597, 600, 607; [Halls of Residence] 546; [Physical Training] 547, 600; [Scholarships] 597.

BEDFORD COLLEGE FOR WOMEN

(UNIVERSITY OF LONDON),

REGENT'S PARK, N.W.1.

PRINCIPAL: Miss M. J. TUKE, M.A.

DEGREE COURSES IN ARTS AND SCIENCE.

COURSE OF TRAINING IN SOCIAL WORK.

FOR RESIDENT AND DAY STUDENTS.

AUTUMN TERM BEGINS THURSDAY, OCTOBER 5, 1922.

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THE following Prospectuses for the SESSION 1922-23 are now ready:

- (1) Faculty of Arts.
Dean: Prof. J. Arthur Platt.
- (2) Faculty of Laws.
Dean: Prof. A. F. Murison.
- (3) Faculty of Science.
Dean: Prof. D. M. S. Watson.
- (4) Faculty of Engineering.
Dean: Prof. E. G. Coker.
- (5) Faculty of Medical Sciences.
Dean: Prof. G. Elliot Smith.
- (6) Bartlett School of Architecture.
Prof. A. E. Richardson.
- And
Department of Town Planning.
Prof. S. D. Adshhead.
- (7) Slade School of Fine Art.
Prof. Henry Tonks.
- (8) School of Librarianship.
Dr. E. A. Baker.
- (9) Courses for the Diploma for Journalism.
Tutor: Mr. L. Solomon.
- (10) Postgraduate Courses and arrangements for Research.
- (11) Evening School of History.
- (12) Evening School of Geography.
- (13) Phonetics and Spoken Languages: Day and Evening.

(Numbers 11 to 13 include arrangements for Teachers who wish to carry on Advanced Work.)
THE SESSION 1922-23 begins on MONDAY, OCTOBER 2nd.

W. W. SETON,
Secretary.

University College, London.
(Gower Street, W.C.1.)

THE INCORPORATED FROEBEL EDUCATIONAL INSTITUTE.

COLLEGE FOR TEACHERS:
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DEMONSTRATION SCHOOL:
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Chairman of Committee:
Mr. C. G. MONTEFIORE, M.A.

Hon. Treasurer: Mr. A. DODDS FAIRBAIRN.

Secretary: Mr. ARTHUR G. SYMONDS, M.A.

Principal: Miss E. E. LAWRENCE.

Head Mistress of School: Miss E. M. BAIN.

Students are trained for the Examinations of the National Froebel Union.

Prospectuses and particulars as to Scholarships and Grants from the Board of Education may be obtained from the PRINCIPAL.

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EXAMINATIONS for Teachers' Needlework Diplomas are held in March, June, and December, and for Dressmaking Diplomas in January and July.

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Simpler course for less advanced students. A
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ROYAL HOLLOWAY COLLEGE (UNIVERSITY OF LONDON).

PRINCIPAL: Miss E. C. HIGGINS, B.A.

THE Michaelmas Term commences
on Thursday, October 5, 1922. The College
prepares Women Students for the London Degrees
in Science and Arts. Nine Entrance Scholarships,
from £50 to £60 a year, and several Bursaries of
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For further particulars apply to the SECRETARY,
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ON
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- Fri., Oct. 13. *DELPHI AND DELOS.
By Prof. E. A. Gardner, Litt.D.
Chairman: W. W. Leaf, Litt.D.,
D.Lit.
- " " 20. *THE EARLY CIVILIZATION OF IONIA.
By F. H. Marshall, M.A.
- " " 27. SOCIAL LIFE IN ATHENS, AS ILLUSTRATED BY PLATO.
By J. M. McGregor, M.A.
- Fri., Nov. 3. ANCIENT TRAVEL.
By Miss C. A. J. Skeel, D.Lit.
- " " 10. ANCIENT GEOGRAPHICAL EXPLORATION.
By M. Cary, D.Lit.
- " " 17. PLUTARCH: HIS LIFE & WRITINGS.
By Miss K. M. Westaway, D.Lit.
- " " 24. ANCIENT UNIVERSITY LIFE.
By M. L. W. Laistner, M.A.
- " Dec. 1. *ROMAN LONDON.
By Miss E. Jeffries Davis, M.A.
- " " 8. *TIMGAD: THE NORTH AFRICAN POMPEII.
By Prof. H. E. Butler, M.A.

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These Lectures will be open to the Public free,
without ticket.

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THE CONQUEST OF MEXICO.
THE FALL OF ROME.
THE TEMLARS.
THE FEUDAL CASTLE.
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The Lectures take an hour and are
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adapted (as requested) for Junior or
Senior pupils.

The object is to present the subjects in
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and enforced by descriptive and other
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a big interest in historical studies.

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Forms of application and scale of salaries may be obtained—on receipt of a stamped, addressed foolscap envelope—from Mr. J. W. LEGGETT, Chatham House, Ramsgate, to whom applications should be sent not later than September 23, 1922.

E. SALTER DAVIES,
Director of Education.

August 11, 1922.

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LECTURERS.

GLAMORGAN TRAINING COLLEGE (for Women), Barry.—Immediate applications are invited for the post of (1) Resident Assistant Lecturer in English and Voice Production, to take up duties in September or in January. Consideration will also be given to applications for temporary appointment. (2) Temporary Lecturer (probably for one term only) in Science and Mathematics, to take up duties in September. Salary in each case, Burnham Provincial Scale for Secondary Schools.—Application forms and conditions of appointment to be obtained from CHIEF EDUCATIONAL OFFICIAL, County Hall, Cardiff.

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LONDON COUNTY COUNCIL.

Applications are invited for the position of Chief Inspector in the Education Officer's Department. Salary £1,100 a year rising by annual increments of £50 to a maximum of £1,250 a year plus a temporary addition making the probable total commencing salary at time of appointment of £1,350. Apply Education Officer (C.1), The County Hall, Westminster Bridge, S.E.1 (stamped, addressed foolscap envelope necessary), for form of particulars to be returned not later than October 14, 1922. Preference given to candidates who have served or attempted to serve with H.M. Forces. Canvassing disqualifies.

JAMES BIRD,
Clerk of the London County Council.

GENERAL.

HOUSEKEEPER.—Wanted in September in Girls' Boarding School of 130 persons, Lady as Housekeeper. Training or experience of numbers essential. Must be good caterer, accustomed to control of maids; early riser. Good holidays and good salary offered.—Apply, giving full details, and enclosing copies of last testimonials and photograph, Miss Wood, Acton Reynald, Shrewsbury.

SCHOOL. For Sale, privately, the attractive Residential Property of BELHAVEN HILL, with gardens, grounds, and agricultural land extending in all to about 18 acres. The house contains 6 public rooms, 13 principal bed and dressing-rooms, 5 servants' bedrooms, 4 bathrooms, 5 w.c.s, gas and water from Burgh mains; telephone; good stabling and garage; two lodges. Situated one mile from Dunbar Station, North British Railway Main Line. Dunbar Golf Links, 1½ miles. North Berwick, 11 miles by road. Specially suitable for the purposes of a School. Price moderate.—Apply Messrs. MACANDREW, WRIGHT & MURRAY, W.S., 9 Albany Place, Edinburgh.

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L.L.A. (St. Andrews),

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Telephone : MAYFAIR 1063 (2 lines).

MEDICAL COLLEGES, DENTAL SCHOOLS, &c.

See also page 553.

**UNIVERSITY COLLEGE HOSPITAL
MEDICAL SCHOOL**
(UNIVERSITY OF LONDON).
UNIVERSITY STREET, GOWER STREET, W.C.1.
Telephone : Museum 7026.

The WINTER SESSION will COMMENCE on OCTOBER 2, 1922.

The School is for final studies only, and gives a complete curriculum for all the final examinations.

Clinical units under whole-time directors and assistants have now been established. These directors are responsible for the teaching of the principles of medicine and surgery, while the practical teaching is largely in the hands of the honorary staff of the hospital.

FEES.—For the final course 112 guineas, if paid in one sum, or 115 guineas paid in two instalments of 70 and 45 guineas.

Dental students can obtain a complete curriculum at University College, University College Hospital, and the dental department of University College Hospital (the National Dental Hospital, Great Portland Street). This department has recently been reorganized and equipped on the highest standard of modern requirements, and is admirably adapted for the teaching of students in the science and art of dental surgery.

Forty-seven appointments are open during the year to students, and paid appointments to the annual value of over £500.

Scholarships, exhibitions, and prizes of the value of over £1,000 are awarded annually.

BUCKNILL SCHOLARSHIP entitles the holder to the course of Intermediate medical studies at University College, and for the final studies at the Medical School.

GOLDSMID EXHIBITIONS.—Two Exhibitions, the subjects of the examination being anatomy and physiology, are awarded annually in July and entitle to course of Final Medical Examinations.

RECREATIONS.—The athletic ground of 22 acres is at Perivale, and contains 22 tennis courts, cricket, football, and hockey grounds. A gymnasium and squash racquet court are installed in the School, while the asphalt tennis court, fives, and racquet courts at University College can be used by members of the Students' Medical Society.

All further information and prospectus can be obtained from the Secretary, and the Dean can be interviewed at any time by appointment.

Dean, G. F. BLACKER, C.B.E., M.D., F.R.C.P., F.R.C.S.

Vice-Dean, A. M. H. GRAY, C.B.E., M.D., F.R.C.P., F.R.C.S.

Secretary, G. E. ADAMS, F.C.I.S.

University College Hospital Dental School

(NATIONAL DENTAL HOSPITAL),

Great Portland Street, W.1.

**WINTER SESSION commences
2nd October, 1922.**

This Hospital and School, situated in the centre of a large population, and within a few minutes of University College Hospital, has recently been reorganized and equipped on the highest standard of modern requirements, and is admirably adapted for the teaching of students in every branch of the Science and Art of Dental Surgery.

THE MECHANICAL LABORATORY, CONSERVATION ROOM, AND X-RAYS DEPARTMENT

are replete with all the latest approved appliances.

Students (men and women) enter as students of University College Hospital, and attend classes in

CHEMISTRY, PHYSICS, ANATOMY, AND PHYSIOLOGY

at University College, adjacent to University College Hospital.

Each student serves as a dresser in the extraction, anaesthetic, conservation, and X-rays departments.

Four house surgeons are appointed half-yearly.

The Calendar, containing full information as to lectures, fees, prizes, &c., may be had on application to the

SUB-DEAN FOR DENTAL STUDENTS,

who attends the hospital on Mondays at 10 a.m.

MIDDLESEX HOSPITAL MEDICAL SCHOOL, W. 1.

University of London.

THE WINTER SESSION will begin on October 3, 1922. Entrance Scholarship Examinations begin September 18th. The entire Medical Curriculum can be taken at this School.

There is no accommodation for Women Students.

Annual value of Scholarships and Prizes £1,000.

Large Research Funds.

Staff includes 6 University Professors, 1 University Reader, 29 Lecturers, 8 Demonstrators and 4 Tutors.

The Social and Athletic side of the student's life has been arranged for. There are large athletic grounds with new Pavilion, restaurant, and gymnasium, Common Room Society, Medical Society, Musical Society, and various other Clubs.

Write for Prospectus to the DEAN, A. E. WEBB-JOHNSON, C.B.E., D.S.O., F.R.C.S., or to the SCHOOL SECRETARY, R. A. FOLEY, Middlesex Hospital Medical School, Berners Street, London, W. 1.

ST. MARY'S HOSPITAL MEDICAL SCHOOL,

PADDINGTON, W. 2.

(University of London.)

THE WINTER SESSION will begin on October 2, 1922, when students can join classes in Preliminary, Intermediate, or Final subjects.

Special features of this Medical School are:

Healthy West-end Situation.

Clinical Units in Medicine and Surgery.

Athletic Ground of 10 acres with large pavilion

Research Scholarships amounting to £600 per annum.

Other Scholarships and Prizes of nearly £300 per annum.

Special Training in Pathology and Bacteriology.

Nearly 1,000 beds available for Clinical Teaching.

Five Entrance Scholarships in Natural Science will be competed for in September.

Illustrated prospectus and full particulars may be obtained from the SECRETARY.

C. M. WILSON (M.C.), M.D., F.R.C.P.,

Dean.

LONDON HOSPITAL MEDICAL COLLEGE AND DENTAL SCHOOL.

**THE WINTER SESSION WILL
OPEN on MONDAY, OCTOBER 2nd.**

The Hospital is the largest in England, 950 beds are in constant use. Last year the number of in-patients, 18,770; out-patients, 108,153; dental patients, 4,110; major operations, 7,466.

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The Staff is so large as to permit of individual attention being paid to all students.

RESEARCH FUNDS of over £26,000 give unrivalled facilities for medical research.

APPOINTMENTS.—Over 160 appointments are made annually from students of the College recently qualified.

SCHOLARSHIPS AND PRIZES.—Numerous scholarships and prizes are awarded annually, including 4 entrance scholarships.

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For Prospectus and particulars apply to the DEAN (Prof. WILLIAM WRIGHT, M.B., D.Sc., F.R.C.S.), who will be pleased to make arrangements for anyone wishing to see the Medical College and Dental School, Mile End, E. 1.

**For important article
WIRELESS FOR SCHOOLS
See our August issue.**

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LADY, Principal of School and L.R.A.M., wishes to become partner in good-class seaside or London School. Could bring a few boarders, and has a French connexion. Specializes in Choral Training, Aural Culture, and Orchestral Accompaniment. Address No. 11, 276, c/o Mr. WILLIAM RICE, Three Ludgate Broadway, E.C. 4.

Psychology and the Teacher,

By Dr. P. B. BALLARD,

appeared in the AUGUST 1920 Number of

"The Journal of Education & School World."

Copies can be obtained through any bookseller, or post free for 1/6 each from

Mr. WILLIAM RICE, Three Ludgate Broadway, E.C. 4.

Guy's Hospital Medical School.

The Hospital, which is situated two minutes' walk from London Bridge, contains 644 beds.

Students are appointed to Dresserships and Clerkships in the Wards and Out-Patient Departments on the sixteenth day of January, April, July, and October. All Students hold the following posts in turn: Surgical Ward Clerk; Clerk to Medical Unit, first three months; Junior Dresser to Surgical Unit; Clerk to Medical Unit, second three months; Senior Dresser to Surgical Unit; Obstetric Dresser, Extern, and Clerk in the Children's Department; Dresser in a group of Special Departments. Numerous other posts are open for application.

The Medical School Buildings have all been erected or rebuilt since 1904, the Department of Anatomy in 1904, of Biology in 1905, of Physiology in 1910, of Chemistry in 1910, of Physics in 1910, and of Pathology in 1912. The Wills Library was presented in 1903, the Gordon Museum in 1905.

The Students' Club and Residential College were erected in 1890. The Club contains reading, dining, and smoking rooms, while the College affords accommodation for about 60 Students, chiefly those who may be summoned to the Wards at any hour of the day or night.

Adjoining the Club are the Pavy Gymnasium, a covered swimming bath, and a squash racquet court. The Athletic Ground, of nine acres, is situated at Honor Oak Park, distant about 15 minutes by train.

FEES AND COURSES.

FIRST YEAR—For Preliminary Science Course: £22 8s. for 12 months or less period, deducted from the Entrance Fee payable as a Second Year's Student. A special fee of £7 is charged for materials for this course.

SECOND OR THIRD YEAR (after First M.B.): Entrance Fee, £28. Annual composition fee, £49, including all necessary materials.

FOURTH YEAR (after Second M.B.): Entrance Fee, £14. Annual Composition fee, £49, including all necessary materials.

Provided a Student has paid three annual composition fees, a proportionate rebate will be allowed from the last on his obtaining an approved qualification at any time within nine months of the last payment.

Entrance Scholarships to the value of £500 are awarded annually in September.

For further particulars, and permission to be conducted over the School Buildings, application should be made to

THE DEAN, GUY'S HOSPITAL, S.E. 1.

St. George's Hospital Medical School

(UNIVERSITY OF LONDON),

HYDE PARK CORNER, S.W.

THE HOSPITAL and MEDICAL SCHOOL are situated at Hyde Park Corner, and are *readily accessible from all parts of London*.

The HOSPITAL has a service of 450 beds, of which 100 are at the **CONVALESCENT BRANCH** at Wimbledon, which is the largest Institution of its kind. Hence the proportion of acute cases at St. George's is unusually large.

The entire teaching in the School is devoted to the subjects of the Final Examinations, that is to say, to the essentially medical subjects.

By arrangement with the London University, Students attend either at King's College or University College for tuition in the Preliminary and Intermediate subjects.

EXHIBITIONS AND PRIZES.

The **WILLIAM BROWN EXHIBITION**, of the value of £135 per annum (tenable for two years), is awarded by examination to a Perpetual Pupil of the Hospital every second year.

The **WILLIAM BROWN EXHIBITION**, of the value of £49 (tenable for three years), is awarded by examination to a Perpetual Pupil of the Hospital every third year.

The **ALLINGHAM SCHOLARSHIP**, of the value of £60 (approximately), is awarded annually for the best Surgical Essay.

The **BRACKENBURY PRIZE** in MEDICINE, the **BRACKENBURY PRIZE** in SURGERY, the **WEBB PRIZE** in BACTERIOLOGY, each of the value of about £30; and many other Prizes, are awarded annually.

The **WINTER SESSION** commences on October 1st, the **SUMMER SESSION** on May 1st, but Students can enter at any time for any particular course.

Further information may be obtained from the Dean of the Medical School.

W. S. FOX, M.D., *Hon. Treasurer.*

J. A. TORRENS, M.D., F.R.C.P., *Dean.*

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OCCASIONAL NOTES.

INEVITABLY, the Board of Education report for 1920-21 begins with regrets for the postponement of educational facilities on financial grounds and quotes in full Circular 1190, as a summary of the lines on which retrenchment had to take place. So far as the physical well-being of the children in elementary schools is concerned, the Board has several satisfactory points to make: for instance, more than one and a half times the number of children were medically inspected as compared with the number in the previous year, and very nearly double the number of free meals were provided—due in the latter case mainly to unemployment. Arrangements were made during the year for finding additional elementary school accommodation for over 50,000 more children, the total number of children provided for in the schools being 5,460,344. The efforts which had been made during the previous year to increase the number of intending teachers resulted in the number of persons so recognized being larger than at any time since 1909-10. The ratio of girls to boys, 6,507 to 1,350, was, however, more disproportionate than in the previous year. Two interesting facts emerge from a mass of statistics dealing with teachers: no real attempt is made, on any definite system, to co-ordinate demand and supply over a lengthy period; and, in several districts which contain a very large proportion of town population, Local Authorities draw the main part of their staffs from outside their own areas.

IN this section the chief feature is the appearance of a number of signs that the Board's policy of the last two or three years has been bearing good fruit—now, unfortunately, being checked by the various "economies" forced upon the Board by the Government. The Board has been doing much to force pupils in secondary schools to remain until sixteen and so

complete a four years' course of study. Already, according to the Report, steady improvement in the length of the school life is being shown. In 1913 the proportion of pupils who entered the schools before the age of twelve was 45 per cent; in 1921-22 it was 58 per cent. Hardly anything is more welcome to those responsible for the organization and teaching in secondary schools than the knowledge that the material upon which they have to work is likely to be in their hands for a full secondary school career. There is an equally welcome rise in the percentage of those who stay after sixteen, though, here, the suspension of State Scholarships strikes a severe blow at a policy which was just beginning to succeed—the institution of advanced courses; for most pupils who are doing so have these scholarships in view. Though the total number of pupils in the schools has increased by over 18,000 as compared with the previous year, the number of entrants decreased owing to the lengthened school life. It is a curious commentary on the supposed liberality of the Burnham Scales that the proportion of graduates to non-graduates is practically what it was in 1913-14; in fact it is nearly 2 per cent less. There is hardly a page in the section dealing with secondary education which does not show the increasing demand and the resulting pressure on the schools.

"I WOULD view with very great dismay the educational situation if the Local Authorities did not make good this deficiency." In these words Mr. Fisher, in the House of Commons, on August 4, justified to the full the opposition to the Board's proposed reduction of the Government Grant to secondary schools not belonging to the Local Authorities. This was his argument: "The schools are good and efficient. To keep so they must have this money. We have found it for many years past, on a definite scheme approved by Parliament, but now we want to economise, that is, we want to save the public funds for which we are responsible at the expense of other public funds for which the Local Authorities are responsible. We tell them that as we will not pay any longer, they must. We know they are not obliged to do it, but if they refuse, well, 'we shall view the educational situation with very great dismay.'" That is an absolutely fair epitome of a speech which occupies five columns of "Hansard." No wonder Mr. Fisher prefaced it with an appeal for sympathy on the ground that it was "no pleasure to him" to abate the necessary means of support for secondary education. We are sure that is the truth, but then why does he do it? Can there be reasons strong enough to justify a Minister, with a due sense of the trust committed to him, in advocating a course not unlikely, even in his own opinion, to have results which he would "view with very great dismay"? Possibly there may be, but we have not heard them yet.

WHAT will the Local Education Authorities do? Will they obediently pick up this new burden, thrown down by the Government, and add it to the load already resting on the back of the patient ratepayer? If so, they must do it with the full knowledge that it will be quickly followed by more burdens, to be dealt with in like manner. The so-called Economy Bill (which, by the way, has introduced a new

The Board and Circular 1259.

The Board of Education Report.

The Local Authority and the Grant.

The Report and Secondary Education.

and amusing game into Government offices, "Find an Economy in the Economy Bill") will provide a heavy one. Rules, Orders, and Regulations, made or threatened by the Board of Education, on a variety of subjects, will furnish others. "Take it out of the Budget, and put it on the Rates," has apparently become the cherished maxim of the Treasury. When are the Local Authorities going to make a united stand against it? They will be forced to do it sooner or later. How heavy is the burden to become before they rebel? Mr. Fisher tried to convince the House that after all this was only a little one. "The abolition of this Grant," he said, "has been invested with an importance which it does not really possess." But he wiped out his own excuse in the very next sentence, with that fatal admission of his "very great dismay" in case some one else does not find the money. He knows, as the Local Authorities know, that upon the presence or absence of that half million in the bank accounts of the secondary schools depends much of their efficiency and usefulness. Again, what will the Local Authorities do?

INTRODUCED by Mr. Fisher, the Bill for the Universities of Oxford and Cambridge proposes to appoint two Commissions, one for each University, with powers limited to 1924 or if necessary 1926, their duties being to make statutes and regulations for the University, its colleges, halls, &c., in general accordance with the recommendations of the Royal Commission, modified as may appear expedient after receiving representations from those concerned. It is specially provided that Trusts not more than fifty years old are not to be over-ridden. The objects of the Bill, both commendable, appear to be to save time and reduce formality. The proposed Commissioners are named in the Bill and will inspire confidence, Lord Chelmsford being Chairman of Oxford Commissioners, and Lord Crewe of the Cambridge Commissioners. The Report of the Royal Commission which was signed in March has been singularly free from public criticism. As the result of earlier Reports of this character in the Victorian period, pamphlets, flysheets, and articles fell as thick as leaves of Vallambrosa. The only inference to be drawn from the peaceful reception of the recent Report is that its recommendations meet the financial needs of the Universities without unduly disturbing their domestic arrangements. This is satisfactory so far as it goes; but from the public point of view it is unfortunate that the Report did not investigate more fully the relation of the ancient Universities to our national system of public education in various aspects.

ACCEPTANCE of large public grants must necessarily imply that the Universities can no longer maintain the position of splendid isolation which they have hitherto enjoyed. Questions of inter-working with other Universities, of salaries and other financial incidents, of the selection and subsidizing of students and generally of the relations of the Universities to secondary schools, of post-graduate education and the promotion of research, and of women's education, must be examined on a wider basis, if a national system of university education is to be achieved. As our correspondent has reported, Oxford has shown greater nervousness than the sister

University of the acceptance of public grants on the generous scale proposed. For example, it has been suggested at Oxford that a system of specific grants for stated objects is to be preferred to a block grant from the point of view of avoiding State control. Notwithstanding Mr. Fisher's clear disclaimer of any desire to control University education bureaucratically, so many object-lessons of this insidious danger have been furnished in recent years in other departments of education that the Universities would be well advised to secure some statutory understanding as to the scope and nature of the public control to be exercised as a condition of financial support. There are occasions when it is wise to look a gift horse in the mouth. Sir Michael Sadler's eloquent warning of the dangers of State control of University education at the Universities Congress at Oxford last year is still fresh in memory.

THE Board of Education's Circular 1268, on the salaries of full-time lecturers in training colleges, sets at rest for the present a question which has been one of some difficulty between the Board and those local authorities which provide training colleges. Some of the authorities have taken the reasonable view that since the training colleges ought to be able to attract some of the best teachers in secondary schools, posts in the former should be the better paid. The Board, however, now lays it down that the scales are to be identical, but with the important proviso that the posts of special responsibility in a training college may be as many as one half of the number of full-time posts. There was another good reason for getting this matter put on a definite footing. The voluntary or non-provided colleges receive grants at so much per student, out of which they are enjoined to pay as good salaries as possible. But they are not usually able to pay salaries above the Burnham scales for secondary teachers. The provided colleges, which are differently financed, have, as we have said, tended to go beyond those scales. We think the authorities of the provided colleges are right in principle, but we think also that it is undesirable to place one set of colleges in a better position than the other as regards the salaries of lecturers.

IT should be reassuring to the Treasury that the Board of Education is able to state "that the large economies already effected by Authorities themselves as a whole have brought their estimates within the total on which the Board are in a position to pay grants." This remark applies to five special services, the School Medical Service, Special Schools, Organization of Physical Training, Evening Play Centres, and Nursery Schools. The grim spectre of increasing rates, or more correctly, perhaps, the indignant ratepayer, is causing some authorities to desire to ruthlessly curtail activities supplementary to school maintenance. The Board has intimated in its circular that it will not be able to accept proposals which reduce or leave the authority's arrangements below a reasonable level of efficiency in respect of their scope, or the maintaining of efficient administration. In this connexion we are glad to see that special reference is made to the organization of physical training. This is a relatively new service, still in an early stage of growth.

**Salaries of
Training
College
Lecturers.**

**Grants, Control,
and Co-ordination.**

Circular 1268

But "even a short experience has been sufficient to show the great value of the service, and the Board would view its curtailment, or the restriction of its gradual development, with great regret." It is pointed out that the service is a potent auxiliary in the prevention of debility and disease, and therefore projected savings in its cost might reasonably be postponed till the possibilities of alternative savings have been fully tested.

ONE generally connects vacation courses either with the ancient universities or with the pleasantest of rural or seaside surroundings. A vacation course for teachers held in the heart of London, and planned so extensively as to attract four or five hundred teachers, is a new thing. Yet London, with its museums and libraries, and its vast wealth of historical associations, is obviously the right place for such a course, and especially for a course designed in the interests of provincial teachers. For people who live far from the madding crowd, and have much greater opportunities for reflection than for discussion, it is no doubt a seasonable change to hear all about the "new teaching," the "new psychology," the "new children," and the like. We suspect, however, that they appreciated London still more than the lectures by distinguished experts announced in the programme. By the way, if the course failed to achieve success, it would certainly not have been through lack of vigorous advertisement. The compiler of the programme, anxious that all teachers should "take stock," "push forward," and "march with the times," has evidently modelled his effort on lines that commend themselves to American educators, with the result that it reads singularly like the prospectus of a doubtful joint-stock concern. We hope the course has been so successful that next time it will need only a sober announcement, not the seductive arts of the business advertiser.

IN his opening address at the Guildhall to members of the London Vacation Course, Lord Burnham said a few things which teachers of all grades would do well to ponder. The teaching profession, he observed, had reached a stage in public estimation when its members should be wary of the temptations that beset them. They must on the one hand beware of the dignified isolation of a class, and of living apart from the community. But on the other hand they must beware of the slippery slope of party politics. All the parties of the State were anxious to enlist their support, because it was thought that the teacher wielded an influence which would, if enlisted on their side, improve their chances at elections. Indeed, in some foreign countries teachers were looked upon as a dangerous class, liable to spread anarchical opinions in an insidious fashion. It would be well, said Lord Burnham, for teachers to recollect that their assured position now implies self-respect in its highest form, and to make up their minds that they would not be made the tool or instrument of any party. On the question of salary scales, Lord Burnham expressed his conviction that the English tradition of local independence must not be strained so far as to prevent the Board of Education from dealing energetically with Local Authorities who insisted upon the adoption of eccentric scales.

DURING the miners' strike several of the Education Authorities in Scotland found themselves involved in the very considerable expense of feeding and clothing the strikers' children in accordance with what they believed were the requirements of the Education Acts of 1908 and 1918. Glasgow, bent on economy, referred the question of their liability in this and similar respects to counsel, and received the opinion that they were not called on to anticipate destitution, but only to feed and clothe children in cases of proved necessity. The Scottish Education Department in a circular, drawn up after consultation with the law officers of the Crown, confirms the view and expands it in detail for the guidance of all the authorities. There has been a not unnatural tendency, it points out, to overlook the fact that the primary object of the Section of the 1908 Act relating to this matter is to discountenance all forms of child neglect by bringing home to parents a due sense of their responsibility, and that the provision for assisting the children is merely ancillary. The authorities have no power under the Acts to prevent neglect. They can only take action when the fact of neglect has been brought formally before them through medical inspection or otherwise. Even so, they must limit the provision of food and clothing to those cases where the parents have failed to make it by reason of poverty or ill health. Where the parents are in receipt of Poor Law relief it is the Parish Council and not the Authority which should feed and clothe the child.

REGARDING the position of the men on strike, there will be universal agreement, the Department thinks, that a parent cannot be "unable by reason of poverty" to supply sufficient and proper food or clothing for his child if he voluntarily abstains from work. But with the same caution which leads the Department to qualify all the clear-cut statements it begins by making, it is pointed out—very properly—that this is a general principle which will sometimes present difficulty in particular application. How far the Circular will affect the course of action of the Authorities it is impossible to say. It is probably quite true that the strict limits of the law have been exceeded by some Authorities in the past. But it is not likely that any body with a right sense of its educational responsibilities is going to let children come to school cold and hungry for a technicality, and ways and means of getting round the Acts, and the official interpretation of them, will certainly be found by many of the Authorities in the interests of humanity.

THOSE who remember botany gardens as a collection of rectangular plots each devoted to one natural order, and each, for the greater part of the year, an arid waste, bearing less relation to nature than the illustrated plates found in Floras, will welcome the account given in Educational Pamphlet No. 41, by Dr. Lilian J. Clarke, issued by the Board of Education, of the school gardens which have been, and are being, made at the James Allen's Girls' School, Dulwich. Work on classification now falls into its proper place in the study of the subject, and is done after the pupil has acquired a knowledge of the vegetation of certain clearly defined regions. The James

Necessitous
School
Children

Strikers'
Children.

City of London
Vacation Course

Wise Words to
Teachers

School Botany
Gardens

Allen's School is fortunate in having grounds in which experiments can be made, and not less fortunate in having an enthusiast like Dr. Clarke in charge of the work there. The construction of a heath, a salt marsh, a pebble beach and a sand dune in grounds where the stiff London clay soil has presented many difficulties, and the fact that an old girl of the school was able to finish in the salt marsh a piece of research work on the transpiration of salt marsh plants for which the doctor's degree was awarded, gives some indication of the success that has been attained. Useful details are given in the account of the construction of the pond, of the damp oak wood and lane, and in regard to the expenses incurred, and the book may be commended to all who are trying or intend to try similar experiments. Photographs of the lane and wood show that the school garden has gained in beauty as well as in interest from the work done. Critical science teachers will probably regret that it is not found possible to allot more time to Physics and Chemistry; the Botany has certainly gained immensely from the school point of view from being taught continuously, but the hour a week for three years which is all that is given to the other sciences does not permit of the covering of much ground in these subjects.

The London Matriculation Examination. IN the daily press has appeared a number of letters and paragraphs criticizing the London Matriculation Examination held last June. Some of the complaints relate to the character and standard of the papers set, but according to a correspondent in *The Times* the pith of the criticism is that individual caprice in the examiner rather than fault or merit in the candidate determines the result of the examination. Those who are acquainted with the procedure adopted in marking the papers know well that such accusations must be entirely groundless unless examiners and their assistants are incompetent and careless to an extraordinary degree, or wilfully disregard the instructions laid down by the University for the conduct of the examination. A Board of Moderators scrutinizes the papers before they are printed. After the Examination is held the chief examiners carefully discuss with the assistants the method of marking. The assistants then read a certain number of books, which have to be forwarded at once to the chief examiners in order that they may satisfy themselves that all are marked to a uniform standard. As the reading of the books proceeds, the chiefs receive for revision those for which the total marks lie within certain limits on each side of the pass line. This procedure ensures that no candidate who has the least claim to consideration can be rejected without a careful scrutiny of his work by two examiners. It is unfortunate that rejected candidates and their friends should have been led to bring against the examiners a serious charge which is apparently based on nothing more substantial than their own natural feelings of disappointment.

Reigate WE have no intention of discussing the details of the Reigate expulsions case or of attempting to apportion the blame. But certain principles stand out beyond all controversy. In sending his boy to a school the parent delegates certain of his powers and obligations to the teacher. The limitations of this delegated

authority are set out plainly in the school rules. A parent applying for admission accepts, if not in so many words, at any rate implicitly, these school rules, and is therefore bound to comply with them. There is a kind of contract and it is to be respected as such. In this case the parent asks leave beforehand for his two boys to be absent on a certain afternoon. The reasons stated are not satisfactory to the Head. The permission is not given. Thereupon the parent takes the law into his own hands and keeps his boys from school. Immediately what was in itself a small matter becomes serious. The issue then is, which is the supreme authority? It is something like a conflict between father and mother before the child. Such an open conflict cannot but have a bad effect on the children concerned and on the whole school.

Responsibility. IF a school were a mere knowledge shop, where a parent paid so much per week for instruction as he pays so much per pound for cheese, it would be different. But it is not so. A school is held responsible for the whole tone and atmosphere which it instils into its members; it is accountable for conduct and character as well as for knowledge. Nor can the two functions be separated the one from the other. For this tone the head master and head mistress are held answerable. If the discipline or spirit of the pupils is unsatisfactory the Head is blamed. Where there is responsibility there must be corresponding authority. A head master cannot, without reducing his office to an empty name, be hindered from the exercise of power and, as a last resort, the power of expulsion. Thomas Arnold used this power in a way which seemed arbitrary directly he came to the conclusion that a boy was exercising an influence which was not helpful. And his hero-worshipper, Thomas Hughes, though his own brother was not permitted to return to school, acknowledges that the exercise of the power was salutary, and it was through this instrument Rugby became what it was under Arnold. One point a master must impress, viz.: that duty comes before pleasure, and the call of pleasure must not excuse a man for the shirking of duty. If a school does not enforce this, the home rarely does. Yet there is no lesson more valuable to us.

Games for Girls. THE Report, just issued, of the Joint Committee on the physical education of girls, formed last October by the College of Preceptors, takes up that position of moderate and cautious approval which was expressed at the Conference of the Head Mistresses' Association at Manchester, in June, 1921, especially in a paper by Miss Nickalls, of the Lady Holles School, Hackney. It will be remembered that the Head Mistresses' Association did not accept the invitation to send representatives to the Joint Committee. It is all to the good, however, that this careful inquiry should have been made, especially as medical men and women were on the Committee, and questionnaires were sent to medical practitioners as well as to persons competent on the educational side. The public mind will now be set at rest so far as schools are concerned, realizing that the authorities in these do take the necessary precautions to prevent overstrain and danger to later life. The discussion and opinions on the value of the various games

(Continued on page 560).

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and exercises are useful also: the merits of dancing and swimming are recognized. It is curious to note that the Committee agrees with the popular verdict as to the excellencies of lawn tennis. Two points which have not received much public attention need emphasizing: one that girls cannot play hard and work hard as well. Men can, apparently, and perhaps boys can also without injury. The medical report is quite definite as to the need for balance between mental exertion and physical fatigue. A tired girl cannot do lessons. The other point is the opinion of a minority that games for girls may have an injurious effect on character, encouraging love of pleasure and frivolity in later life. This is even more serious than in the case of boys and men, who have less opportunity of wasting all their time in idleness. Such excess, free from the supervision of doctor and teacher at school, does harm in more ways than one, and is perhaps responsible for the cases of breakdown on account of which the whole attack was originally made.

Ability and Cleverness. THE recent examination of ex-Service men for posts in the Civil Service has had the unaccustomed effect of providing Parliament with materials for a lively debate, and the general public with some amusement during a period of trying holiday weather. To the usual papers in prescribed subjects, including a paper in general knowledge, the commissioners have added a set of so-called intelligence tests, such as would commend themselves to the puzzle-editor of a popular magazine. We say "so-called" advisedly, because the psychological experts are by no means agreed as to what is meant by the "intelligence" they are trying to measure. The Civil Service correspondent of the *Daily Telegraph* is probably near the mark when he identifies it with "sharpness of wits," though why the two should be regarded as equivalent we do not know. It is perhaps time to insist upon the distinction between cleverness or sharpness, which may be superficial and showy, and solid ability, which is never so. We seem to know a number of able, and even distinguished, men, both commercial and professional, who would not shine in these puzzle competitions, at any rate when working against time. The correspondent we have quoted goes sadly astray when he contrasts these tests with examinations in which the candidates "reel off glibly the length of the Amazon, the height of Everest, or the date of Magna Charta." No doubt anything is better than a bad examination, but examinations ought not to be bad. The day may come when better means of selection will be devised than the essay, the paper in general knowledge, and the best type of examination question. Meantime we frankly dislike the prospect of tests which are so easily turned to ridicule. The member of Parliament and the man in the street are after all not such fools as pedants are apt to think.

THE decision of the Board of Education to fix October 1st this year as the "Appointed Day" for the introduction of the Act of 1921 will be welcomed. The Act, of course, simply continues the previous Education Acts for administrative purposes. The Board states, when the Economy (Miscellaneous Provisions) Bill was under

(Continued on page 562)

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consideration, it became obvious that it was impossible to draft that Bill in a satisfactory manner without bringing the Act of 1921 into operation. That Bill has, however, now been postponed till the Autumn, and the Board is satisfied that no reasons exist why the Act of 1921 should not operate for all purposes except Sections 76, 77, and 93. The "Appointed Day" will therefore be October 1st.

CLERICAL ISSUES IN THE AMERICAN EDUCATIONAL CRISIS

By FLETCHER HARPER SWIFT, College of Education, Minneapolis.

THE now-famous Smith-Towner Bill was introduced into the United States Senate on October 10, 1918, by Senator Hoke Smith, of Georgia. The Bill failed of passage under the last administration. It was re-introduced by Congressman Towner on April 11, the opening day of the Special Session of the sixty-seventh Congress, and its fate now rests with the present Republican Congress. Prior to this second presentation, the Bill was modified in certain respects, which are not, however, pertinent to the present account.

This Bill, now known as the Towner-Sterling Bill, has been characterized as the most important and most comprehensive educational measure ever presented to the Congress of the United States. It embodies two fundamental provisions: the creation of a national Department of Education with a Secretary of Education in the President's Cabinet at its head, and the authorization of annual national appropriations totalling one hundred million dollars to aid and encourage states in the promotion of education. Thus, the two fundamental underlying ideas are: a National Secretary of Education, and the equalization of educational opportunities through federal aid. The proposed annual appropriations are to be apportioned among the states for the following purposes: (1) \$50,000,000 to encourage the states in the equalization of educational opportunities, and for the partial payment of teachers' salaries, providing better instruction, extending school terms, and otherwise providing equally good schools for all children; (2) \$15,000,000 to encourage the states in providing facilities for preparing and supplying better teachers; (3) \$20,000,000 to encourage the states in the promotion of physical and health education and recreation; (4) \$7,500,000 to encourage the states in the removal of illiteracy; (5) \$7,500,000 to encourage the states in the Americanization of foreigners.

The foremost educational experts in the United States were called into service in drafting the Smith-Towner Bill. The names of Coffman, Bagley, and Strayer alone would be a sufficient guarantee of a Bill formulated in conformity with the soundest principles of school administration and public finance. By the constitution of the United States, the control of education is a power reserved to the States. The Towner-Sterling Bill recognizes this, and preserves state autonomy and state control. The appropriations are to be allotted to the states on condition that the state or its local school corporations, or both, shall furnish an equal amount for each specified purpose. The control and administration of education is left entirely to the states and to local authorities, the national government exercising supervision only to the extent necessary to see that the several amounts appropriated are used by the states for the purposes specified in the Act. It is, however, in the determination of the bases upon which the various total grants are to be divided among the states that the scientific knowledge and judgment of the formulators of the Bill are most evident.

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(Continued on page 564.)

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be determined upon the basis of the ratio of the total number of persons teaching in the public schools of that state to the total number of public school teachers in the United States. The grant for equalizing educational opportunities is to be apportioned among the states, one-half on the foregoing basis, and one-half in the proportion which the number of children between the ages of six and twenty-one in that state bears to the total number of such children in the United States. The grant for physical education and recreation is to be divided among the states in proportion to their total population. The grant for removal of illiteracy is to be divided upon the basis of the proportion of total adult illiterate population of the United States residing within the respective states. The grant for Americanization is to be apportioned among the states upon the basis of the proportion of the total foreign-born population of the United States residing within the state.

No Educational Bill has ever attracted more widespread attention in the United States. The arguments for its passage are neither academic nor hypothetical; they are, rather, definite and concrete situations and conditions. The first selective draft revealed that there were in the United States no less than 700,000 illiterate males between the ages of twenty-one and thirty-one. Again, it was found that more than 700,000 of the men examined for military service were physically unsound, and that a large proportion of the defects discovered could have been prevented or at least remedied by proper attention in youth. Equally convincing were the revelations made, which argued for national subsidies for Americanization, for teacher training, and for equalizing educational opportunities.

In support of the demand for a national Department of Education, emphasis has been placed upon the fact that at the present time such federal administration of educational affairs as exists is parcelled out among more than eighty different bureaux, boards, and divisions of the several departments of the government; that the Bureau of Education is almost entirely excluded from performing any national educational services other than collecting statistics and disseminating information. In other words, it is prohibited by its very organization and subordinate position, as well as by its meagre budget, from exercising the leadership which should be exercised by the agency representing the national government in educational affairs.

It is not surprising that a Bill fraught with such possibilities for education, and following immediately on the heels of such dismaying revelations, should have elicited wide-spread support. To quote a recent bulletin of the National Education Association: "Every state superintendent of public instruction in the United States, with possibly one or two exceptions, is supporting this Bill. The presidents of state teachers' colleges and state normal schools are unanimous in their support of the measure. The city and county superintendents of the country have repeatedly endorsed it, and are individually giving it their individual support. College presidents and professors of education who are in touch with public school conditions and are public-school minded, and, finally, more than six hundred thousand public school teachers in the United States, are its earnest advocates. Hundreds of Chambers of Commerce, Rotary Clubs, Kiwanis Clubs, Women's Clubs, and other civic organizations have passed resolutions endorsing it. The following national organizations are all supporting the Bill: National Education Association, American Federation of Labour, American Federation of Teachers, General Federation of Women's Clubs, National Congress of Mothers and Parent Teacher Associations, American Library Association, National Council of Jewish Women, Association of Collegiate Alumnae, Patriotic Order Sons of America, National League of Women Voters, and National Society Daughters of the American Revolution."

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(Continued on page 566.)

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Bill owes its origin, and despite the wide-spread support it has received, its passage is by no means assured, owing to the organized opposition with which it has increasingly met. The intensity of the opposition, as well as the claims of both sides of the controversy, are set forth in a recent issue of the *Literary Digest*. "War to the hilt," observes this journal, "has apparently been declared by Catholic societies on the Smith-Towner Federal Education Bill. Protestant adherents of the Bill see in it splendid possibilities for the improvement and extension of education, and believe, says the *Christian Century*, that it will 'meet the immediate need for Americanization work which was so sadly revealed by the war, and which will increase as the new tide of immigration rolls in.' But the Catholics fear that the Bill is 'ultimately aimed at the parochial schools,' and that it purposes 'to have all private and public education at the mercy of a federal bureaucracy.'"

"Arrayed with the Catholic press against the Bill, representative bodies like the National Council of Catholic Men, the National Council of Catholic Women, and the Knights of Columbus, are also sternly set against its provisions. In a letter to Catholic organizations, the National Council of Catholic Men warns them that the Secretary of Education and his subordinates 'will always have in view the possibilities of using the educational system in furtherance of their own partizan interests. The public school system will become a vast political machine,' and this machine, it is charged, 'will give a federal administration the opportunity of creating an educational autocracy—really endangering the liberty of thought and information, which is a basic right of the people.'"

"Speaking for the organization of which he is the head, James A. Flaherty is quoted in the *Boston Pilot* (Catholic) as saying:

"The Knights of Columbus defeated the proposal, in Michigan, to abolish parochial schools. The Smith-Towner Bill is also ultimately aimed at the parochial schools. If these schools were abolished it would cost the people of the various states something approaching a billion dollars in taxes to provide the education that these schools contribute every year. The Knights of Columbus denounce the Smith-Towner Bill as an attempt to erect a permanent tyranny over the minds of our children."

"Turning now to the other side, the *Christian Science Monitor* observes: 'There is not much doubt about the reason underlying Catholic opposition. They are essentially the same that are raised here and there whenever there is a movement calling forth increasing expenditures for public education wholly outside of Roman Catholic control. In proportion as Roman Catholic sentiment favours education in its parochial schools, it tends to object to continuing or increasing support of public schools.' More bitter comment, however, comes from other quarters. 'It would be too bad if the interference of a bigoted priesthood should prevent the adoption of a Bill which contains so many promising features,' declares *The Reformed Church Messenger*, remarking that 'the all too familiar protest against federal autocracy, and the violation of home rule principles is, as usual, employed to hide the coloured gentleman in the woodpile.'"

Of no small interest in this connexion are articles appearing in Freemason publications. The *Cataract News*, a Masonic weekly, after strongly endorsing the Bill, continues:—

Contrast the resolution of the American Federation of Labour, with the resolution offered by the Federation of Catholic Societies:—

"Resolved, that this thirty-ninth convention of the American Federation of Labour, in conformity with the recommendation of the preceding convention, indorse the Educational Bill, H.R. 7, and instruct the president and executive council to use the full influence of the American Federation of Labour in its support."

"Resolved, that we, the representatives of the Catholic Federated Societies of Louisiana, are unanimously opposed to such measures as both un-American and un-Christian, and

earnestly urge our people to support our Christian schools with increased unanimity and loyalty, and to combine with all Christian and patriotic citizens in opposing by voice and pen and vote and every constitutional instrument, the advocacy and adoption of those subversive and destructive educational schemes, thus erecting an impregnable barrier against this sinister menace to religion and constitution, to family and nation."

It is unnecessary to continue further this account of the Smith-Towner controversy, or of the forces involved. That the United States is facing the gravest educational crisis in its history is the opinion voiced by educational leaders on every hand. From every state in the Union come reports of totally inadequate revenues, hundreds, if not thousands, of closed schools, an ominous shortage of trained teachers and frantic attempts on the part of Boards of Education to eliminate from the curriculum, in the name of economy, social and industrial studies, and revert to the narrow policies of generations gone.

To one who views the situation in its entirety, it is little less than astounding that what has been commonly regarded as fundamentally a financial crisis should become permeated with ecclesiastical antagonisms. To those who have not followed the increase of ecclesiastical efforts in educational affairs, it is difficult to understand how in a country famous—one might almost say notorious—among the nations for its complete divorce of state and church, and its thorough-going secularization of education, the fate of an educational measure, the most important in all history, may very probably be determined by sectarian considerations. Nevertheless, the fact remains that in a period of social and educational reconstruction, the most difficult as well as probably the most important ever faced by the United States, the greatest of all national issues is temporarily beclouded, and perhaps destined to be finally settled through the rise and usurpation of issues clerical.

INTERNATIONAL MORAL EDUCATION CONFERENCE

BY FREDERICK J. GOULD, Hon. Secretary International
Executive Council.

THE Rt. Hon. Sir Frederick Pollock, Sir Francis Younghusband, Mr. St. G. L. Fox Pitt, Prof. J. S. MacKenzie, Mr. Cloudesley Brereton, and a few colleagues, found themselves, as the International Executive Council of the Moral Education Congress, faced, at the end of 1919, with the very difficult task of reorganization after the war. Paris had been fixed for the Third Congress, but this plan was now unworkable. At length communications with oversea friends were re-established, Geneva was chosen as the place of meeting, and a Swiss Organization Committee, appointed in September, 1921, speedily mapped out arrangements, and secured adequate support. The President of the Swiss Committee, Dr. Ad. Ferrière, and his assistants in the good work had their reward in a very successful Congress, July 28 to August 1, 1922, held at the Aula of the University of Geneva, attended by five hundred members drawn from thirty nationalities and linked with twenty-nine National Committees (including Uruguay, Turkey, Tcheco-Slovakia, Poland, Latvia, Hungary, Canada, &c.). A special session assembled at the Secretariat of the League of Nations, where Mr. Gustav Spiller (secretary of the First Congress, at London University, 1908) presided, and the members were cordially received, on behalf of the Société des Nations, by Dr. Inazo Nitobé, Director of the Section of International Bureaux. Another pleasant connexion with the League was established when the Director of the Labour Office, M. Albert Thomas, appeared on the University platform and eloquently emphasized the value of education in building up a sound public opinion on economic and civic issues.

At the Second Congress, at The Hague, 1912, more than

(Continued on page 568)

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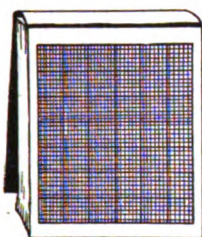
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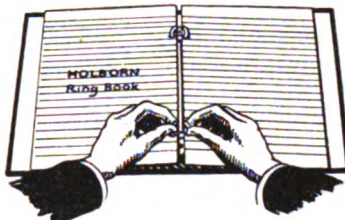
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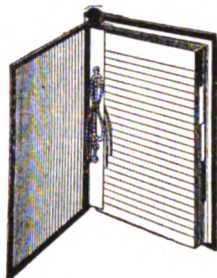
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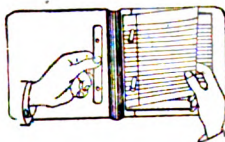


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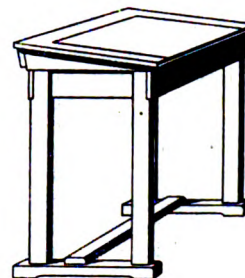


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three hundred papers were presented. Appalled by the memory of this vast pile of literature, printed in Dutch, German, French, and English, the organizers of the Geneva Congress accepted only thirty-three papers (published in French by Delachaux and Niestlé, of Neuchâtel)*, and limited the topics to two, namely :

- (1) History Teaching in its International Aspect.
- (2) The Motive of Service.

The discussions were conducted in an amicable spirit, in spite of divergences of views on life, religion, and the cosmos ; and it may be well to record the simple principles which guided the speakers, namely :

OBJECT : To enlist the active co-operation of all, irrespective of race, nation, and creed, in promoting the work of Moral Education.

BASIS : The Congress does not advocate the views of any society or party, but affords to all who are interested in Moral Education, whatever their religious or ethical conviction, nationality, and point of view, an equal opportunity of expressing their opinions and comparing them with those of others.

Under the head of "Social Service" many excellent speeches and papers were delivered, but perhaps, in spite of the governing idea embodied in the general subject, they suffered from a degree of dispersiveness. One orator dwelt impressively on "Temptation" ; another on problems connected with "Money" ; and, to the joy of all the *Eclaireurs* and *Eclaireuses* of the city, the founder of the Scout Movement, Sir R. Baden-Powell, joined the Conference, gave a straightforward and simple statement of Scout ideals, and defended it from the charge of "militarism."

But, on the side of History, a remarkable coherence of minds and singleness of purpose were manifest. Barth, Ewald, Kawerau, Halecki, Bannerjee, Tchou Wei, Vila, Gooch, Cousinet, and the rest, all practically (not excluding F. W. Foerster, who has certain "confessional" leanings) rested their educational faith in the moral, civic, and evolutionary values of the story of humanity. Mr. Clouesley Brereton, in his paper on "History in Secondary Schools," added a consideration which merits attention. He spoke of a series of new social factors :

"These, in brief, are the introduction of universal suffrage, the consequent formation of an independent party of Labour, and, above all, the general extension of free and compulsory education. In my opinion the time will sooner or later come when the masses will demand, through their new representatives, that national history shall be written and taught after a new type in the schools. When this moment arrives, the schools will face a problem before which the 'religious difficulty,' once so insistent, will appear insignificant."

It was very natural that such topics should be dealt with in the memorable session held at the League of Nations Secretariat. One felt that, though the programme of the Congress could not be officially incorporated in the Covenant of the League, its aims were entirely consistent with the great "International" which, in the name of fifty-one countries, has fixed its Seat at Geneva.

The United States section of the 1912 Congress was so numerous that it issued a separate volume of American papers. In 1922 the American collaboration was far more modest in extent. Among the five papers sent from the New York centre may be particularly noted one, on "Education for Altruism through the Study of Life," by Dr. F. C. Sharp, Professor of Philosophy at the University of Wisconsin. Dr. Sharp has, for many years, pressed the subject of moral training upon the American public, and his "Education for Character" is a book of great value. On the other hand, Asia has taken a step nearer to full co-operation with the Congress. India formed a Committee,

of which the Hon. Khan Bahadur M. Shafi, Minister of Education at Delhi, was the principal member. Mr. Abdullah Yusuf Ali sent a paper on "History-teaching in India," and Chinese, Japanese, and Hindu speakers at the Congress helped to remind the European audiences that the East has much to say on educational questions, and the time has come when it must be heard.

The Congress closed after re-shaping its International Executive Council (now to consist of eight British members and thirty-two non-British), resolving to institute an inquiry into history-teaching, approving the establishment of an International Moral Education Bureau at The Hague (the Congress representative of which is S. L. Veenstra, 196 Laan van N. Oost Indie, The Hague), and agreeing to a motion of which the exact terms may here be of interest :

"That all persons who have taken tickets for the Congresses of 1908, 1912, and 1922, or were otherwise known as supporters of these Congresses, and all persons who, in July, 1922, constituted the various National Committees in connexion with the Congress, shall, with additions made by each National Committee to its own list, form a *Permanent Association*, working through the National Committees, and connected through the National Committee secretaries with the International Executive Council ; each National Committee arranging its own finance ; the object of the Association being to keep the educationalists of the world in sympathetic touch, and to assist in creating a universal conscience of mankind. For this purpose the Executive will preferably act through the International Moral Education Bureau."

It is too early to speak with certainty, but the Fourth Congress will possibly be held in Rome.

THE CONFERENCE OF THE CENTRAL ASSOCIATION FOR MENTAL WELFARE

THE main topics under discussion at the July Conference, which was largely attended by Justices, educationists, and members of the medical and legal professions, were the methods of ascertaining and dealing with defectives of all ages, particularly with those who showed tendencies to delinquency. Delinquents do not appear to differ in the mass from other defectives, but their crimes bear the hall mark of inefficiency in the same manner as all their other actions. When it is pointed out that an undue proportion of the prison population present a subnormal mentality, it has to be remembered that the more intellectual offenders are probably rarely detected, so that prisoners cannot be regarded as a fair random sample of delinquents in general. With their ready suggestibility defectives are easily led into crime, the actual details of which depend on proximity and opportunity ; it is therefore the more important to secure that those who at an early age are recognized as being in need of care and control on account of mental weakness should receive this, particularly in the dangerous age of adolescence. This receiving general approval, an interesting discussion arose on the respective merits of probation and commitment to certified schools in the case of juvenile offenders. A stipendiary magistrate of great experience pointed out the advantages of giving a fresh chance in the majority of cases, to be countered by the statement from a medical officer attached to juvenile and other courts that more often this did not mean a fresh chance at all but the same chance repeated ; since much of the trouble arose from environmental conditions and a probation which returned the subject to the old conditions was not a fair remedial measure. On the whole the opinion appeared to be that it was better to apply the effects of new surroundings early rather than later in life, and that an ordinary or special industrial school afforded a better hope of establishing adequate social sentiments than did

* The first edition was issued from the Congress Secretariat, Institut Rousseau, Geneva, at 20 Swiss francs, in two vols., 186 pp. and 218 pp.

(Continued on page 570)

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a Borstal institution or an institution for defectives later on. Clearly a great responsibility rests on the magistrates and their probation officers to satisfy themselves that they are able to provide the necessary change for cases they put on probation, but on the other hand the powers of calling up for sentence on any breach of the terms of the order tend to be somewhat overlooked by the upholders of the school system.

Miss Ruth Darwin pleaded for the establishment of hostels for defectives to act as intermediary positions between the institution and the world, so that a defective who appeared to have settled down and become capable of doing something to earn his own living might have his first trial in the world without being exposed to the full range of temptations during his evenings. There is no doubt such hostels would fill a long-needed gap in the provision for defectives, and would do much to prevent the tendency to drift into vice and delinquency which results from a lack of opportunities for suitable recreation and companionship.

In relation to defectives of more tender years another interesting discussion dealt with the respective places and merits of special schools and day occupation centres.

It was pointed out that in the present financial position a large extension of special schools could hardly be looked for, and that to turn the lower grade of child out of school merely to send him to an institution would not be economical. Occupation centres which would not need so highly qualified a staff might fill the gap in certain places. The idea was opposed on the ground there might be a tendency to transfer more and more children, thus depriving them of the benefits of a skilled education. The supporters of this view, however, tend to overlook the law which provides that it is only the imbecile grade who can thus be transferred, and that all educable children must be dealt with by the education authority. There are really two separate concepts of deficiency which by overlapping are leading to confusion of thought. On the one hand are those all round socially inefficient, unable to guard against ordinary physical dangers or to learn to manage themselves or their affairs, or who need care and control for their own protection, these always will need such care, should be at least supervised throughout life, and cannot be taught to live independently, harmoniously, in the community—they are the true mentally defective; on the other hand there are those who, it may be from special disabilities, cannot get on in ordinary school classes but need specialized instruction—these need special schools, but it is unjust that they should be stigmatized for life. Cannot a fresh term other than mentally defective be used for them?

PERSONAL PARAGRAPHS.

THE news of the disappearance of Dr. Sophie Bryant on Tuesday, August 15th, has been received in educational circles with deep regret. Dr. Bryant was staying at the Montauvert Hotel, on the Mer de Glace, which descends from Mont Blanc, and is said to have left there to walk down to Chamonix by the usual easy path, but, at the time of writing, she has not been seen since, though search parties have looked for her. It is feared that she took another route and fell into a crevasse of the glacier, but she may have lost her memory and yet be found somewhere. We cherish this hope, though there is little to give it support.

MR. W. G. RUSHBROOKE has retired from the head mastership of St. Olave's Grammar School, Tower Bridge, after a brilliant career in that position of almost thirty years. Educated at the City of London School, he became a Fellow of St. John's, Cambridge, after graduating First Class in the Classical Tripos, 1872. He then returned to his old school, City of London, as a member of the staff, and remained there until his appointment to St. Olave's in 1893. At the recent Speech Day at St. Olave's, Mr. Asquith paid a well deserved tribute to the excellent work

of Mr. Rushbrooke during his fifty years' labour among London boys. "A great head master must have distinctive and commanding personality, the gift of organization, and the quality of insight into the temperament and capacity of his boys, as boys. It is through the felicitous and exceptionable combination of these gifts and faculties in himself that Mr. Rushbrooke has made the school what he leaves it to-day. The retiring head master would take with him the consciousness of a great task carried on through many years and greatly done." Mr. Rushbrooke has been Dean of the College of Preceptors since 1912 and proposes to continue in office.

MISS BEATRICE M. SPARKS, M.A., Oxon., has been appointed Principal of the Ladies' College, Cheltenham, in succession to Miss Lilian M. Faithfull, M.A. Miss Sparks was educated at the Nottingham High School and St. Hugh's College, Oxford, and took the final honours school in mathematics and physics in 1898. She was on the staff of the Greycoat Hospital, Westminster, until 1905, when she was appointed head mistress of the Wisbech High School for Girls. In 1914 she became head mistress of the Colston's Girls' School, Bristol. Possessed of a strong and attractive personality, Miss Sparks has endeared herself to her pupils and staff by her earnestness of purpose, her thoroughness, and her devotion to work, and her organization at Colston's has earned the admiration of all interested in the school. Miss Sparks has also taken a leading part in educational and professional activities outside school life. As a member of the Executive Committee of the Association of Head Mistresses she has done valuable work as chairman of the Salaries and Pensions Sub-Committee. She has represented the Association on the Executive Committee of the Secondary Schools Association and on the Committees of Bristol University to deal with the First and Second School Certificate. She was a member of the Departmental Committee on Scholarships and Free Places, and is one of the five representatives of the Head Mistresses' Association on the Burnham Committee on Secondary School Teachers' Salaries. Miss Sparks has lately been elected President of the West of England Head Mistresses' Association.

A FAMILIAR figure has been removed from University circles by the death of Sir John Sandys, Public Orator of Cambridge University for over forty-three years. Sir John was educated in India, at Repton, and at St. John's, Cambridge, where he passed through a brilliant career. He was Bell Scholar, Browne's Medallist, Porson Prizeman, and Members' Prizeman. He graduated as Senior Classic in 1867 and in 1870 became tutor of St. John's. He was elected Public Orator in 1876 on the resignation of Jebb and held the office for a longer period than any of his predecessors. During his tenure of office he made nearly seven hundred Latin speeches in honour of eminent persons.

OLD Girls of the St. Albans Girls' High School will deeply regret the sudden death of Mrs. W. A. Bone, formerly head mistress of the school. Educated at the Tottenham High School and the Ladies' College, Cheltenham, Miss Liddiard—as she then was—obtained the B.A. degree of the University of London and became a prominent member of the staff of Ladies' College—her old school. She was appointed head mistress at St. Albans early in 1914, only a few months before the school premises were commandeered by the military authorities. Miss Liddiard carried out her duties with marked success under most trying circumstances, for the work of the school had to be carried on in sections in various premises in the neighbourhood. The school buildings were reopened in 1915 and Miss Liddiard was responsible for the scheme of reorganization which proved so successful. During her tenure of office the Domestic Economy Centre was inaugurated and the dining hall was built. A head mistress of wide interests,

(Continued on page 572)

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MR. KENNETH FISHER, M.A., Ph.D., Senior Science Master at Eton College, has been appointed to succeed the late Mr. F. W. Sanderson as Head Master of Oundle School.

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CORRESPONDENCE.

THE GODOLPHIN SCHOOL, SALISBURY.

To the Editors of *The Journal of Education and School World*.

DEAR SIRS,—*The Graphic* published on July 15th an article entitled "The Story of the Godolphin School, Salisbury," describing the school's original foundation in the early eighteenth century and its present situation and condition in contrast with its somewhat insignificant state some thirty or forty years ago; but no mention was made of the name of the Head Mistress to whom the new creation of the school was due.

Miss Mary Douglas was appointed Head Mistress in 1889, when the school could boast of little but its interesting antiquity; its quarters and its educational value were both, at the time, comparatively insignificant. Under Miss Douglas, and owing to her inspiring personality, to her remarkable powers of organization and of sympathetic understanding of character, and to her great generosity, the school became what it is to-day, namely, the school which, two years ago, Miss Douglas handed over when she resigned the Headship after a wonderful thirty years' work.

If the article on Charterhouse, which appeared in *The Graphic* the following week, had recalled the removal of that ancient foundation from London to Godalming without mentioning Dr. Haig Brown, the omission would yet have been less remarkable than a "Story of the Godolphin School" which omitted to speak of Miss Mary Douglas, the school's second founder, and its great Head Mistress.—I am, Sirs, Yours faithfully,

ELEANOR T. WEBB.

(Head Mistress, 1903–1905, of the Leeds Girls' High School).

EXPERIMENTAL INVESTIGATION IN EDUCATION.

To the Editors of *The Journal of Education and School World*.

DEAR SIRS,—About a year ago I applied to a form of girls a test very similar to one of which Prof. Valentine speaks in his article in *The Journal of Education* for July. The form had a lesson on the Sonnet, and the children were afterwards given three-quarters of an hour to write a sonnet themselves. Most of the attempts were poor, but I submit one of the two best sonnets written, for criticism:

I often saw the moon with shining face
Upstep the clouds and shadow the pale stars,
And move to west, ne'er staying in one place,
While near her horn stood clear the red-faced Mars.
Sometimes a cloud passed o'er her visage bright,
But soon outsailed she lightly from its folds,
Flooding the world below with heavenly light,
Which light the weary traveller soon consoles.
So shines she clear above the silent trees,
Making fantastic shadows on the ground,
And gently move the branches in the breeze
While sleeps the weary world without a sound.
So next when thou the shining moon dost see
So may'st thou then, dear friend, remember me.

With all its childishness this sonnet seems to me wonderfully clever for a girl aged 13 years 8 months.—Yours, &c.,

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SUPPLEMENTARY AIDS TO CLASSROOM WORK.

No. IX.

SCIENCE.

By C. L. BRYANT.

"SUPPLEMENTARY Aids to Classroom Work":
What, with regard to science teaching, is meant by this? It may indicate optical lanterns, devices for projecting ripples from a water surface on to a screen, the cinematograph, and so on; in short, all the tricks of the demonstrator's trade. Such things are to be found described in dealers' catalogues; and no one will deny that they have made the classroom a less intolerable place than it used to be. A more profitable interpretation is to consider that the title refers to all those outside activities, natural history societies, workshops, museums, and the like, which give meaning and life to the work of the classroom. It is not difficult to discover how these things may be run. What is difficult is to realize their paramount importance; and, having grasped it, to supply oneself the vital energy which is necessary for their success.

How temptingly easy it is to 'deliver a lecture' on, shall we say, the properties of oxygen; and, in general, how useless. The writer has been doing it for some twenty years; and, even with the consciousness of failure, he may continue the crime for a like time to come; partly from indolence, partly from necessity. Some boys do learn something from such formal teaching, though it may be doubted if the knowledge they gain is of much profit to them. Most of them "come out by that same door wherein they went." There is an old story of a boy, who, after attending some lessons on the prophets, was faced in an examination with the question, "What do

you know about Elijah?" His instructive reply was, "Little is known of this holy man, but he went for a long cruise with a widow." There is no need to point the moral of that; I could illustrate it further by a dozen as clear, if less pithy examples of vagueness within my own experience. The plain fact is that boys and girls are dulled when they are made the passive recipients of information; especially so when the information does not bear on their immediate interests.

Mr. E. R. Thomas, now headmaster of the Royal Grammar School, Newcastle-on-Tyne, once said when speaking in this connexion, "All we can do is to give the boys the opportunity to learn: the wise teacher knows that he can do no more." It is a commonplace saying that before a boy learns his interest must be aroused. But in matters concerned with natural science, the interest, in ninety-nine cases out of a hundred, is already there. All that is necessary is to avoid killing it. But what do we do? If we teach heat, we begin by wasting precious hours in making thermometers, in the pleasing fancy that we are being logical by so doing. There is no futility in a school-master like this striving after logical sequence. If hydrostatics is the subject with which we are to delight the eager beginners, we are not content to let them weigh bricks hung from spring balances into pails of water. For some reason or other, that is not science. They must have chemical balances, minute weights, and a list of don'ts beside which the decalogue is a paltry affair. There is no need to multiply instances. Almost any examination syllabus will serve to show the lines along which interest may most easily be destroyed.

I once beguiled a tedious journey with a boy by a series of competitions, of which one—at the boy's suggestion, obviously—was of the question and answer sort. We were to ask questions alternately, and to score pennies for correct answers. The questioner's own knowledge of the answer might be challenged on the deposit of a penny; and if found wanting, he was to be down by that amount. The game, started by the boy, ran like this:—

'How could a rabbit dig a hole without leaving a little pile of earth on top?'

"I don't know, and I'll challenge you for the answer."

"Well, he'd begin from the bottom and dig upwards."

"But how would he get down there to start with?"

"Ah! you don't know the answer to that yourself; so now you owe me threepence."

The natural thing is for boys first to accept the world as they see it. They are willing, even anxious, to probe beneath the surface. We persist in forcing them down below, and in expecting them to work their way upwards through unfamiliar ground, forgetful ourselves of the fact that the real mysteries lie hidden down there. They want to start with a steam-engine: we give them a thermometer, after explaining its construction, of course. They long for an explosion: we expect them to be thrilled in estimating the percentage of salt in a mixture with sand, especially made for the purpose. A boy's natural inclination is to read the history of science backwards, and to extend the boundaries of his knowledge outwards from himself and his immediate circumstances. We try to start him off at some remote point in time and to urge him back to the present. Is it surprising that we are so often disappointed at the slowness of his progress?

Whenever one drives youngsters with a loose rein, the rate at which they travel is astonishing. A short time ago I had, at a moment's notice, to take a small class in wireless telegraphy. None of the boys had learnt any formal science. Some of them had a rudimentary knowledge of electricity. Some knew next to nothing about it. The subject was chosen chiefly because one or two of them were keen about it, and one was the proud possessor of a "set." Fortunately, as it turned out, I myself was profoundly ignorant about "wireless." That difficulty I got over at our first meeting by asking the most enthusiastic of the boys if he could give a preliminary talk.

He proceeded to lecture very well indeed on the history of the subject for a whole hour without any preparation at all. Thereupon, I made a bargain that, if he would do the talking, I would provide every opportunity for their experimental work. When lecturing was necessary, I was content to be a listener; and very good were the lectures. Once, indeed, I did make a protest that my second in command was going too fast; too fast for me, at any rate. But he replied that boys could learn more quickly than I thought; and I let them go at their own pace, which was faster than I should have believed possible. My own part was to make them free of a good workshop, to supply them with physical apparatus, to advise them as to books, to take them to see installations, and to introduce them to experts; and most uncommonly busy it kept me. They learnt at an amazing rate, from one another, from books, from experts, and by trial and error in the matter of experimenting. By the end of the term they had made four sets of receiving apparatus, varying in complexity from a crystal detector to a three valve amplifying set; and all of them had at least a fair working knowledge of the subject.

In the above, as in other similar instances which it may recall to the minds of my readers, the secrets of the success were interest and freedom. Sir J. J. Thomson was once reported to have said—and he has given me leave to quote him for the purpose of this article—that every great experimenter he knew had learnt his skill from his hobbies rather than from courses in schools; and, when challenged, to have said that it was most emphatically true of himself. For reasons of economy and organization, the classroom occupies, and perhaps must always occupy, a prominent position in school life. But if it is conceded that the boys' natural interests should be exploited, the problem of this article becomes reversed. We have not so much to find subsidiary aids to classroom work as to find how the latter may be made an important subsidiary to outside activities. Mr. F. W. Sanderson's method at Oundle, where the problems of the field, of the workshop and of the laboratory are brought into the mathematical classrooms to be threshed out, well deserves the attention which has been focussed upon it. So too does the prominent position given to engineering; though Mr. Sanderson himself regretted the misinterpretation expressed in the phrase one sometimes hears that Oundle is an engineering school. His belief was that engineering provides a natural avenue of approach to pure as well as to applied science.

Even if there is no direct connexion with the classroom, much can be done to arouse or to sustain interest by means of scientific societies, especially if the active work is done by the boys themselves. One hears it said that the transactions of these bodies savour of popular science; that they are not the real thing in education. Yet it is a remarkable fact that academic successes are frequent where these organizations are fostered. One need only mention three prominent schools, in which flourishing scientific societies date from about half a century ago. I mean Rugby School, Marlborough College, whose society publishes excellent records of its doings; and Harrow School, where the five hundredth meeting of the scientific society was held a few months ago.

The kind of work these school clubs can do is very varied. The keeping of the details of the flora and fauna of the locality should be a matter of routine; so, too, should be the records of the weather—if this is done in connexion with the Meteorological Office, so much the better. The geology of the district may be explored, surveys made, conversaziones held—copies, in miniature, of the Royal Society evenings, which are valued so highly by those who are privileged to attend. It is impossible to give an exact prescription, for so much depends upon local circumstances. Geology can scarcely be attempted in a pure clay formation, nor can much in the way of field botany be done by boys situated in a populous town. The latter, however, may be ideally placed for visits to

factories of one sort and another; and the managers are usually most accommodating in the matter of granting facilities. Of all the chemistry I learned at school, the thing which stands out most vividly in my mind is a visit paid to the local gas works. Take a boy to such a place for a couple of hours, and ammonia becomes something more real than a formula, and water-gas than a chemical equation. Enough interest will be aroused to enliven half a dozen lectures, provided they are given after and not before the visit!

Better still is it to allow the boys to undertake some real research. More than one would think comes within their scope. As an example, one may mention the work which some schools represented on the Science Masters' Association have been doing in connexion with the Rothamsted Experimental Station. The latter body asked questions of the schools as to the dimensions and arrangement of soil particles; the moisture, temperature and atmosphere of the soil; the distribution of weeds, and the habits and associations of individual species. The replies were found to be of real use to those who are compiling agricultural records; on the other hand, it gave to the boys concerned an idea of the spirit of discovery with which no amount of simple telling can compare.

Of other interests, museums are apt to be a snare. They become as dead as the fossils they contain. The curator should be a stony-hearted individual who is capable of refusing any contribution, however costly, which has no bearing on the interests of the boys of the school. The collection should have a direct local significance, and the building should be accessible. In these respects the excellent museum at Charterhouse is almost ideal. When an exhibit has served its purpose and is becoming out-of-date, it should be scrapped. The new public school at Bembridge proposes to go still further and to disperse its whole collection from time to time, a drastic proceeding, but one which is justifiable.

Astronomy is a more difficult subject to accommodate, chiefly on account of the night work necessary in making observations. Where possible, provision should be made for it, if only to supply the legitimate demands of those few boys who are already captivated by the heavens. The successors of the great astronomers will come from among these. The British Astronomical Association is awake to the importance of fostering this study, and regularly gives assistance to certain affiliated schools.

School workshops supply a more common demand. The Prime Minister's Committee on Science in Education, over which Sir J. J. Thomson presided, came to the conclusion that engineering was not a desirable subject in the regular curricula of secondary schools, on the ground, presumably, that it savours too much of vocational instruction. That may be so, and would be so, if the chief aim were to turn out skilled mechanics. But it is to be doubted if the Committee gave sufficient consideration to the fact that many boys have a desire to learn along these lines, and that to thwart it does not make their energies available in other directions. For boys above the age of fifteen or so, engineering is a bad school subject, if by that expression it is meant that it is obligatory on all boys to study it. But facilities should be provided for those who do wish to. For all boys below that age, speaking generally, handwork of some sort is highly desirable. One of the chief faults of our educational system is that at an age when boys are longing to *do* something with their hands and bodies we deny them the opportunity, inflict them with sedentary occupations, and make them concentrate on books. The result, too often, is that they come to hate all learning.

One of my duties is to supervise the workshops at Harrow School. To a small extent, the work of the place is connected with the ordinary school-time studies. But in the main, attendance is purely voluntary, and the workshop is in the position of a school society. Boys come there in their spare time, and pay for the privilege.

Instructors, workmen, and apprentices are present to assist them in their hobbies. Members are allowed to make anything, within reason, that they like; the only real restrictions being on the grounds of cost or of exceptional difficulty, which might make the job outlast a beginner's patience. The things that are made cover a wide range; from a stud box to a sailing boat; from a candle-stick to a petrol engine; from an electro-magnet to a dynamo. More than a hundred boys use the shop in this way. It is not uncommon to find as many as fifty of them there at once, busily employed on work which makes its own appeal, and which, besides training hand and eye, usually demands some drawing and some calculation as well as the exercise of common sense. The concentration with which they work in the absence of formal discipline and training is really remarkable.

To pass from the practical to the artistic, an interesting experiment of Mr. E. R. Thomas's at Rugby may be mentioned. Having charge of some clever boys of a literary turn of mind, he set them to study the life of Pasteur, when it occurred to him to get them to produce some of the scenes of Sacha Guitry's play of that name. Will not the great experimenter live for ever in the memories of those boys? Another group of the same form of boys, being interested in Leonardo da Vinci, and not to be outdone by their fellows, set out to write for themselves a play centring around the person of the painter-scientist. But is this learning science? Of course it is. What we have to rid ourselves of is the feeling that the only real science for beginners is of the sort prescribed in the majority of first school examination schedules. It is a matter for profound thankfulness that the Oxford and Cambridge Joint Examining Board have been pioneers in introducing papers on General Science for their School Certificate Examinations, giving thereby a considerable degree of freedom to the teacher who wishes to base his instruction on the natural interests of his pupils.

A striking example of the way in which outside activities can be connected with the classroom was described by Mr. E. Price Evans in the *School Science Review* of June, 1920. Making local ecology the basis of his teaching of botany at Boteler Grammar School, he takes his classes at intervals to Ryhope Dene, and there they observe the various plant associations in connexion with the geological features which give rise to them. Analyses of the soil, mechanical, chemical, and bacteriological, are carried out; seasonal changes in the vegetation are forecasted and observed; and, in general, the study of botany, depending on field work, is linked up from the start with the kindred sciences from which it is too commonly divorced.

The foregoing instances are given as examples of what can be done. It is idle to deny that work of this kind makes a big demand on the teacher. His time is limited; his energies fully employed. What chance is there for a new enterprise? There are restrictions imposed by school organization. Curricula must be moulded to fit examinations. Formidable obstacles oppose any who would leave the beaten track. Yet they are difficulties which every endeavour should be made to surmount, if the teaching of our children, so far as science is concerned, is to be freed from the bookishness which is its worst characteristic at present.

EDUCATIONAL ECONOMIES IN WILTSHIRE.—We learn that the Board of Education has communicated with the Wiltshire Education Committee with regard to proposed economies. The Board is of opinion that "the staff allowed in the area at present is, though sufficient, by no means excessive, and although some economies may be found practicable, it is not clear that upon the lines suggested the Authority will be able to maintain the schools in efficiency." It is also stated that inefficiency as a result of reduction in the quality or number of a school staff will be regarded as a serious matter.

UNIVERSITIES AND SCHOOLS.

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The Commissions to be appointed under Mr. Fisher's Bill are :

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Another red herring! This time a site in Westminster with

**London
University
Site.**

a river frontage above the House of Parliament is suggested, one of the most desolate quarters of London. The cost is to be £2,000,000. Facing the University building across the river would be King's College, to be built on the site of Doulton's works; and a bridge would be thrown across the river. "The scenic effect of such a project," we are told, "can readily be imagined." Another suggestion which is under discussion is the purchase of land on the riverside at Mortlake for playing fields. The provision of adequate playing fields would be a great asset, not only for the University but for the promotion of sport and the enjoyment of the citizens of London generally. It is a question which ought to receive early attention.

The question of the standard of London Matriculation and

**London
Matriculation.**

the marking of the papers is being vigorously discussed in the newspapers. It is something more than a silly season topic, for strong feeling has evidently been aroused. The percentage of failures, nearly two in three, is certainly very high for an examination of this type and one can well believe that a good many useful careers are nipped in the bud through failure to overcome the hydra-headed difficulties. The complaint relates rather to the marking than the style or standard of the examination papers. Would it not be well for the whole question to be fully investigated in free consultation with bodies of teachers? Compared with an earlier generation, when Latin and Greek were both compulsory, the options to-day appear to be fairly generous, but there can be no doubt that the London Matriculation is a difficult examination for the modern boy or girl of sixteen or seventeen to tackle. One suggestion which might be worth considering is for a general paper. It frequently happens that a candidate is uncertain as to the choice of his fifth subject, having two or even three subjects which he might attempt. This element of chance might be reduced by a general paper which would throw a sidelight on the general intelligence of the candidate and afford useful information in the case of doubtful candidates.

SCOTLAND.

In spite of strenuous opposition from a small group of Scottish

**The Super-
annuation Act.**

M.P.s the Education (Scotland) (Superannuation) Act is now on the Statute Book in much the same form as the corresponding English Act. Mr. D. M. Cowan, Member for the Scottish Universities and Parliamentary Secretary of the Educational Institute, put forward the teachers' case most admirably; and if first-hand knowledge and cogent argument could have carried the day, Mr. Cowan's efforts in Committee would have had a happier outcome than they actually achieved. He argued that the position of the Scottish teachers was different from that of their English brethren, and he tried to have the five per cent charge for superannuation split into three per cent on the teacher and two on the employing authority. Failing that, he moved that the appointed day for bringing the scheme into operation should be July 1st instead of June 1st. Mr. Munro, while paying a very high compliment to Mr. Cowan's grasp of the problems of superannuation, followed in Mr. Fisher's footsteps, and successfully resisted any serious changes in his Bill. So far as the Act itself is concerned, the most hopeful feature is in the provision that "it shall be lawful" for the authorities to deduct five per cent from teachers' salaries. That leaves open the possibility of an arrangement between authorities and teachers for what would be virtually a reversion to the old practice of joint contribution to superannuation. Apart from that, Scottish teachers may take such encouragement as they can from Mr. Munro's promise that an attempt would be made

to remedy the existing injustices. If, as some think, this foreshadows the concession of the grant of superannuation to teachers who have given thirty years' service, as in England, there would be deep satisfaction in Scotland. Mr. Cowan certainly made out an effective case for this. Mr. Munro admitted that the grievance was a real one—as indeed he could scarcely help doing after making so much use of the English precedent for his own purposes. But it remains to be seen whether the scheme which is expected to be laid on the table of the House of Commons in November will give practical effect to his sympathy.

Frequently in the course of the debates Scottish Members

**"Dragged at
the Heels of
England."**

have protested against Scotland being "dragged at the heels of England" in educational matters. Mr. Hogge even said—and probably with truth—that if this superannuation measure had been left to be decided by Scottish Members it would never have passed. It is perhaps not such a bad thing as some Scotsmen are apt to imagine that Scottish and English education should approximate more closely on the administrative side. Both countries have something to gain from the approximation. Scotland, for example, might very well develop a less rigid system of secondary education by a judicious imitation of the freer and more varied system that flourishes south of the border. At the same time, it must be said that in the matter of superannuation there is cause for protest. In the first place salaries are stabilized in England till 1925, while in Scotland reductions of varying amounts, probably averaging five per cent, are being made simultaneously with the superannuation change. In the second place, as the teacher members in the Joint Council argued when the Burnham Scale was established in England as a reason for an increase of Scottish salaries, certificated teachers in Scotland—and all teachers are certificated in England. Now that the Bill is passed, however, these considerations cease to matter much for the time being. But they will matter before very long when the shortage of teachers which the present "economics" are making inevitable comes.

In electing Dr. R. R. Rusk lecturer on Education, St. Andrews

**The Education
Chair in
St. Andrews.**

University has made an excellent appointment and has stultified itself. Both by his contributions to educational science and the special capacity as a teacher he has shown in the service of the Dundee Training College, Dr. Rusk has proved himself worthy of any university post in Education in the country. Judged by the standard set by the occupants of the Bell chairs of Education in St. Andrews and Edinburgh since their establishment in 1876, he would make a worthy professor of Education in St. Andrews. Why, then, has he not been appointed professor? The obvious answer seems to be that he has been given the inferior status, though deserving the superior, in order that £300 a year may be saved. The point of view is mean. On the face of it there seems to be an economy effected, but like most of the economies that are being made in education at the present time it is an expensive economy. St. Andrews University gets Dr. Rusk's services at a cheaper rate because it shares his time and energies with the local Provincial Committee. St. Andrews and all the other Universities have just to follow up this line of economy and they can cut down their staffs a half. Incidentally they will cut down research and literary work a good deal more than half. Even if St. Andrews is willing to take the retrograde course of reducing the chance of pedagogical advance to save £300, Scotland cannot afford the economy. The output of original work on educational science in Scotland at present is pitifully small, and will continue to be so till the teachers see that education gets fuller justice done to it in all the Universities.

There was talk a year or two ago of a sum being raised by

**Research in
Spelling.**

the teachers for the endowment of Education chairs in Aberdeen and Glasgow. But the tide was missed, and now that salaries are coming down not much can be expected from such a scheme for some time to come. Nevertheless, the work of the Institute's Committee on Educational Research continued, in spite of all distractions, gives evidence of a steady interest in the scientific aspects of school practice, which must sooner or later convince the Universities that education deserves and requires more serious consideration than they have so far given it. The subject which seems to be getting special attention from the Research Committee this year is spelling. Some time ago the Committee made tentative suggestions for spelling

reform. Now it is busy compiling and grading word lists for use in the primary schools. The ideal, it is stated, is to make up a list of all the common words in the English language, and especially those presenting difficulties in spelling, so that teachers may escape from the hopelessly wide task of teaching children to spell each and every word which may possibly occur in ordinary reading. First of all a list of words often misspelt by pupils of twelve, showing the average percentage of error in Scottish qualifying classes, was prepared. Then followed a list, drawn up and arranged on similar investigations, of words found difficult by the ordinary boy or girl of ten. These two lists between them contained 1,250 words. Then last of all there has been published in a recent number of *The Educational Journal* a list of "1,100 common words which should be spelt correctly by children of ten" for use in infant and junior classes. This final list has been arranged in order of difficulty by means of a collective vote of infants' and junior teachers, and presents all the simple common words in groupings, which should make easier the learning of spelling in the lower classes of the school. Primary teachers will look forward with interest to the appearance of the revised version of the lists in text-book form for school use. If even part of the promises of the Research Committee regarding a lightening of the burden of spelling are justified in practice the Committee will deserve the gratitude of the profession.

The Education Department, in issuing the Regulations for the Training of Teachers, intimates that a more comprehensive recasting of the Regulations is contemplated in the near future. It is generally believed that this has special reference to considerable changes to be made in the curriculum of the Training Colleges. During the past winter the Executive Committee of the central Provincial Committee, acting in informal conjunction with the Educational Institute, has been making inquiries in various quarters regarding the effect of the studies of the colleges on school work, and has very wisely attached special importance to the opinion of young teachers trained under the Provincial Committee régime. These people were asked to state which subjects in their judgment had proved of greatest service, and which of least service when they had come to teach. No report of the conclusions reached from this collation of opinions has reached the public, but it is known that the subjects which found least favour were theoretical subjects like Logic and Ethics and subjects like Phonetics, the practical bearings of which had not been evident to the students. On first thoughts this may appear a regrettable conclusion. Logic and Ethics may not have much to commend them from a utilitarian point of view, but educational theory undoubtedly requires them for a groundwork of sound thinking just as educational practice requires analytical sciences like phonetics. But the special conditions of the Training Colleges must be kept in mind. As things are, it is impossible to get a sound academic training for teaching in a two years' course, in which personal culture and professional preparation have to be combined. Students who have to study simultaneously a dozen different subjects can only get smatterings of logic and ethics, and smatterings are of no use. The proper cure for the much overloaded curriculum of the Colleges would be an extension of the period of training. But it is too much to hope for that from the Education Department in its present mood. Two years ago, when there was a prospect of an early extension of the school age to fifteen, it might have instituted a three years' course for some, if not for all, teachers. Now the best to be hoped for is a pruning of the present curriculum. If that is the line to be taken the Department will find some helpful recommendations in the report of the Reform Committee on this very topic. The Reform Committee advocated the absorption of Logic in the teaching of Method and of Ethics in the study of principles pursued in the Education class. That would reduce the plethora of subjects a little, till in the fulness of time some one in authority discovers that a few subjects well taught are more valuable than a multitude administered in tabloid doses, or, better still, till it is realized that two years is far too short a time for the training of any teachers.

WALES.

At the last meeting of the University Court which was held at the University College, Aberystwyth, the question of finance was discussed at considerable length for, in spite of the recent increases in contributions from the Treasury and the Welsh Councils, the University is still faced with a serious financial situation. It is estimated that the total income of the University is £141,575 and the expenditure £29,120, thus leaving a balance

of £112,455 for apportionment between the four University Colleges, from the University Pool. The total expenditure of the four Colleges is £209,398; and their own income amounts to a total of £91,911, so that there will be a deficit of £5,032. From this statement it is clear that the present income from all sources is insufficient to meet expenditure on the present basis, without providing new developments. In a recent inquiry into the present work of the Constituent Colleges, it was found that in some departments there was much understaffing and a growing need for an improved standard of maintenance of laboratories and libraries. The Colleges, therefore, cannot economize further without lowering their standard of efficiency, and new sources of income must be discovered to place their present activities on a satisfactory level.

After investigating every possible source, the Council recommends that an increase in the tuition fees

Higher Fees. offers the only additional solution of the difficulty. The hardship involved in the adoption of this recommendation is not great as the fees in the University of Wales are lower than in any other part of the United Kingdom, and in the aggregate represent only 19.5 per cent of the total income as compared with 34.1 per cent in England, and 30.2 per cent in Scotland. The average cost per full-time student at the Colleges is also lower than in other Universities, with the exception of the Universities of Glasgow and Edinburgh. In the face of these figures it was impossible to adopt a resolution which was moved at the Court, to the effect that University education should be free. It was resolved that the fees be raised by 25 per cent as a maximum. The Council expects that this may lead to a reduction in the number of students, though it is not likely that any student who is fitted by his intellectual calibre for University training will thereby be excluded.

In an interesting paper read before the Welsh branch of the Modern Languages Association, Mr. E. D. Jones, head master of the Barmouth School, dealt with the question of teaching Welsh in our secondary schools. The Welsh pupil is learning four languages at least, Latin, French, English, and Welsh, and therefore it is exceedingly difficult for him to develop his vocabulary satisfactorily in any one of them. This fact must tend to induce lack of thought and poverty of expression, and Mr. Jones recommended that more time be given to the use of the mother tongue, which is Welsh in many districts, and that the scope of its study be considerably enlarged. Even English composition would be improved if this were done. The position of Welsh is also affected by the excessive number of subjects which the schools are obliged to admit into their time-table by the pressure of examinations, and the utilitarian demands on the school, though unfortunately Mr. Jones does not indicate how he would curtail the curriculum. In Wales, as elsewhere, it has become the fashion to talk glibly about an overloaded curriculum and all its attendant evils, but so far no one has been able to find a solution which is in any way practicable or satisfactory. The attitude of the public in Wales with regard to this question has been somewhat peculiar and even contradictory. For many years it was the fashion to put forward strong claims for the inclusion in the time-table of almost every conceivable subject, but recently it seems to be the fashion—or shall we call it the "stunt"—to insist on a diminution in the number of subjects, so that the unlucky head master is much bewildered. The Welsh Department is the chief offender in this respect. Its annual reports lately are full of solemn references to "overloaded curricula," "excessive homework," &c., but for real guidance to a solution of the problems involved, one looks in vain. The usual suggestion is that a commission of inquiry be formed, even though recent experiences have not increased our faith in their efficacy.

There were great crowds at the National Eisteddfod, held at Ammanford, and it was unanimously agreed that the standard of the literary competitions and of music was very high, and in some respects an advance on that in preceding Eisteddfodau. As showing the wide interest which the Eisteddfod evokes, it may be stated that the winner of the Bardic chair was Mr. J. Lloyd Jones, M.A., B.Litt., Professor of Celtic in the University of Dublin. His subject was an ode on "The Winter," and it was praised very highly by the adjudicators. Concurrently with the Eisteddfod meetings, there were also held meetings of Welsh learned societies, such as the Bibliographical Society, and the Welsh University Union, and some interesting discussions took place at these gatherings. At the latter Prof. H. Lewis, of the Swansea College, proposed that the Union make representations to the Court of the University of Wales to make Welsh com-

pulsory for all students for degrees, and in spite of the opposition of the Bangor and Cardiff Old Students' Association, it was carried by a small majority. A paper on "Welsh Culture and Modern Industrialism" was read by Rev. W. Edwards, M.A., in which he emphasized the danger for Welshmen of following the voice of authority or tradition in preference to working out their own conclusions. It is all very well to be proud of "the land of bards and songsters," but life has wider issues and sterner facts which it would be well for the Welshman to face. He is too apt to leave matters social and economic to others; which is possibly the reason why so many miners' leaders in Wales are Welsh in nothing but their pay. Welsh culture will have no part to play in the great question of modern industrialism until it broadens out and includes the study, not of heavenly things only, but of the grim realities of economic and industrial problems.

LOCAL EDUCATION AUTHORITIES.

The Warwickshire Education Committee has had under consideration two resolutions of the Council's Limitation of Expenditure Committee. The first suggests that in secondary schools the size of classes should be increased to an average number of 22. It appears that to give effect to that suggestion it would be necessary to dismiss 21 assistants. The Education Committee does not think it is practicable to fix a common standard of staffing for schools that vary in size from 60 to over 420 pupils. Some have a fair proportion of older pupils who do advanced work and others have few pupils over 16 years of age. It is stated that in many of the schools teachers cannot work longer hours without affecting their freshness and efficiency, and that from the point of view of the children, any limitation of staff, such as that proposed, would be disastrous to the teaching. They have, therefore, informed the Limitation of Expenditure Committee that it is impossible to fix a flat rate to cover all schools, but that the staff will be reduced where possible. The second matter to which the attention of the Education Committee was directed was the heavy cost of the training of teachers, but the Education Committee strongly deprecates any reduction in the number of teachers in training, and point out that the increased cost is largely owing to the increase of fees in secondary schools, an expense that comes back directly, or indirectly, into the Council's pockets.

The Warwickshire Committee states that it has carefully considered the question of the position of the Day Continuation School at Stratford-on-Avon, together with two petitions sent to the Council, and they are reluctantly forced to the opinion that it will be inadvisable to continue the school. The Board of Education has therefore been requested to obtain statutory powers to permit the school to be closed.

The reports of Sub-Committees submitted month by month to the Education Committee of the London County Council present, with remarkable fidelity to detail, the multifarious proceedings of the Authority. Among many interesting matters reported to the meeting at the end of July are the proposals in regard to the instruction of children who attend elementary schools below the compulsory age. The intention is to employ, as an experiment, a number of women with lower academical qualifications than those of certificated or uncertificated teachers, and as a preliminary to provide them with an intensive course of training. The young women will be designated "Infants' Assistants." Candidates must be between 18 and 30 years of age on appointment, and their tenure of service will be strictly limited to seven years. The remuneration will be £110 per annum rising by increments of £7 10s. to £155. While it is to be regretted, it is presumably inevitable, that Authorities maintaining institutions attracting students from the areas of other Authorities should require such students to pay special fees. From September 1, the fees to be charged to Out-County students enrolling at or continuing in attendance at Polytechnics, Technical Institutions, Schools of Art, Trade Schools, Domestic Economy Schools, and Evening Institutes, will be for full-time day students £60 per annum, or £48 per annum, according to the character of the instruction provided; the fees of part-time day students being in proportion. Evening students at these institutions will be required to pay at the rate of £3 5s. or £4 a session for one evening a week; half the amount will be charged to part-time students living outside but working inside the administrative County of London.

(Continued on page 582.)

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The Lancashire Education Committee has approved in principle of the proposal to establish a

Lancashire. Research Station for the Poultry Industry on condition that the arrangements for the management, supervision, and finance of the Scheme be the subject of negotiation between the Committee and the National Poultry Council or their authorized representatives, without the exercise of any supervision or control by the Ministry of Agriculture and Fisheries, and that approval be given by the Committee to a detailed scheme, indicating the scope of the experiments and the arrangements as regards management, supervision, and finance. It will be remembered that the Ministry of Agriculture are in a position to expend a sum of £50,000 out of a special fund sanctioned by Parliament under the Corn Production Acts for the establishment of the Research Stations, and it is suggested that the station in Lancashire should be concerned with breeding experiments in connexion with egg production. The Government will contribute £2,500 towards capital expenditure and £725 per annum towards maintenance for five years.

The Staffordshire Education Committee has resolved: (a) That in order to secure places for such entrants as it is desirable to appoint, notice be given to terminate the engagements of as many married women as can be dispensed with from time to time. (b) That the Director report to the Elementary Requisitions Sub-Committee on each change of staff consequent upon resolution (a). (c) That all married women teachers be informed that this policy will be continued as circumstances require. From a return made by Sir Graham Balfour, there are now 424 married women teachers in the employ of the Committee, 22 head mistresses, 108 certificated assistants, 256 uncertificated assistants and 38 other teachers. In adopting this policy the Committee have no doubt had in mind the very serious effect which the unemployment of young unmarried teachers will have on future recruitment for the profession.

Mr. W. A. Brockington, the Director of Education for Leicestershire has prepared a valuable report on the distribution of public elementary schools and their relation to each other and to secondary and central schools in the same area. "The problem," he says,

"has hitherto been considered mainly from the standpoint of economy in teaching staff." It claims, however, wider consideration than this. No scheme of county Education can be organized efficiently which does not bring into account the economic and social changes that have occurred since the schools were first distributed, and the gaps in the school system were filled up, as a result of the Education Act of 1870. Fifty years have passed. No previous fifty years in the world's history have witnessed a similar broadening of outlook and development in the intellectual needs of the community. There has been a growth in the number of those children who require something beyond the bare essentials of a primary education. Mr. Brockington's general conclusion is that centralization rather than amalgamation is the line of least resistance.

The Thirty-third report of the Libraries Committee of the County Borough of Croydon contains an interesting account of the efforts made to extend the resources of Libraries to children. Carefully selected books are now distributed through three agencies. There are certain great books which every child should have the opportunity of reading during school life, and it has been the policy of the Committee to provide, as far as possible, sufficient copies of these works to meet all demands. A promising feature has been the increase in the reference work. The Reference Library now consists of 230 books and these were consulted some 6,730 times by the children in answering general knowledge questions and preparing homework, and well as in reading. Library talks for children were also continued throughout the winter and were attended by over 4,000 children.

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FOREIGN AND DOMINION NOTES.

GERMANY.

We have pleaded for tolerance in English and American schools towards dialect, and for tolerance in America for our dialects, in England for American dialects. In Germany the question of dialect is much more important than in the Anglo-American world. The *Mundarten* are many—"their number is now legion," says Behaghel; "in the canton of Bern alone no fewer than thirteen have been distinguished." They are widely discrepant. The *Schriftsprache*, or written language, cannot put them out of office: it lacks names for numerous plants and animals, cooked dishes, and domestic and agricultural implements. What is the German for "a horse"? Before the war German schoolmen were looking to an obliteration of dialects: "whilst the tendency to union," we quote Behaghel again, "is still only in its very first beginnings, it will doubtlessly increase, and dialects are doomed to inevitable death." Now there is a movement to preserve and utilize them, with which end in view the Prussian Minister of Education recently issued a circular, "Zur Pflege der heimischen Mundart." If the teaching of German, he says, is to be quick with life and fruitful, it must call in the help of the home speech; the local dialect compared with High German exhibits the development of the German language; the use of it makes the children express themselves simply and naturally; it enshrines old, sweet imaginings and appeals powerfully to the ears of the people. To return to Anglo-American dialects, we may have been wrong in seeking their ultimate fusion; but whether a dialect should be cultivated or not seems to depend on its intrinsic value. In any case, the school must not deem "vulgar" those who bring into it a not insignificant part of their inheritance.

You will find on fairly thinking of it that the man who "matters most" in the modern State is the man who can order the printing of paper money. The Germans have forgotten what their forefathers knew. According to the Volksbuch "Fortunat und seine Söhne," whenever Fortunatus

opened his purse he found in it ten *gold* pieces of the currency of the land in which he might happen to be. He would hardly have travelled so cheaply and so easily as he did had the purse yielded only a hundred *paper* marks. But let us to the present. The printing press would have exterminated German teachers—just as it could exterminate English teachers—long ago were it not for a neat device. The teacher has a basic salary, an *Ortszuschlag* or allowance dependent on the place of his activity, and a grant in respect of children. When the printing press sends up the nominal cost of living, the State adds a certain percentage to salary, place allowance, and grant for children. From June 1, 1922, there is conceded to teachers and other officials a *Teuerungszuschlag* of 160 per cent on the first 10,000 Mk. of income, and of 105 per cent on the rest, the increase being calculated on the salary fixed in October, 1921. As compared with the scale of salaries in May, 1922, the addition is one of 40 per cent. For example, an official who received from October, 1921, 32,880 Mk. and had risen to 57,310 Mk. in May, 1922, will from June 1st receive 69,870 Mk. So far, if the increase of salary were justly proportioned to the increase in the cost of living, all were well. But to pay the new rates *more money must be printed*; so that the wages of the teacher sink as he sleeps. Gutenberg and Fust are accursed names in scholastic circles at the present time; and indeed the making of paper money transfers wealth in a way that the profoundest economist cannot trace with any exactitude.

On June 6 and 7 Das Akademische Institut für Kirchenmusik in Charlottenburg—where are trained music teachers for higher schools, organists, and choir-masters—celebrated its Centenary with a formal ceremony and two concerts.

Upon this occasion the Prussian Minister of Education announced that the time of study in the Academy would now be lengthened to six half-years; that women would be admitted; and that the Institute would be raised to equality with the Universities and Technical *Hochschulen*. German music-lovers, as we have before related, hope to exalt music from its subordinate post in higher institutions to rank with literary and scientific subjects.

(Continued on page 586.)

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Legal journals communicate the following judgment of the Hanseatic Oberlandesgericht. A housekeeper, hearing a noise on the staircase, drove the children that caused it away and incidentally gave an eight-year-old boy a slight blow, so that he fell and grazed his knee. The housekeeper being brought before the Court for assault has been exonerated. A person, it was ruled, may chastise another's child if immediate punishment is appropriate and neither parent is present to inflict it. The judgment is of the austere, old-fashioned sort. But will not the children of New Germany rise in rebellion and massacre the judges? By the way, it would interest many mothers to know what English law says in the matter; the issue is raised daily in our slums.

May one strike another's Child?

ITALY.

Let it not be thought that we ourselves are attacking the Montessori Method; it would be improper, however, for us to conceal the fact that it is being subjected to severe criticism in its birthland, Italy. At Rome the Method was introduced experimentally into the lower classes of two primary schools, that called the "Adelaide Cairoli" and that called the "XX Settembre." To test the results obtained, two inspections have been made, one Governmental, the other Communal. The report of the former recommends that the experiment should be continued, but restricted to the lowest two classes; that of the latter is wholly damnable. In an article, "Il 'metodo Montessori' nella scuola primaria," published by the *Rivista Pedagogica* (xv. 5-6), Raffaele Resta, one of the Communal inspectors, sets forth the reason of this condemnation, concluding thus: "Since the results are in a limited measure good, and otherwise either mediocre or negative, and since the Commission appears to have established that such results are a consequence of the character of the method, it feels bound to recommend the cessation of experiment with the Montessori Method in any class of a public elementary school." It was perhaps in Italian composition that the greatest weakness was shown, and the teachers contended always for *vagueness*, fearful of close probing. Another article in the same number of the

Rivista Pedagogica, "La libertà infantile nel metodo Montessori," by Attilio Scarpa, pronounces the Method to be a failure on the moral side: "Il bimbo non dev' essere lasciato in balia di sè stesso nella dura conquista della bontà."

FRANCE.

It is told (*Revue Pédagogique*. lxxxi. 7) that a *professeur d'école normale* visits the slaughter-house to obtain suitable specimens for his pupils to dissect—following the good tradition of French science; for did not Descartes visit his butcher to study the workings of animal mechanism? But it is economy rather than conscientiousness that France requires from science teachers at this moment. Here is an example. The Conseil général of Vaucluse having voted 2,000 francs for scientific appliances in primary schools, M. l'Inspecteur d'Académie appointed a committee to direct the teachers in the employment of this modest sum, and it drew up a list of the cheapest experiments. It is pointed out that the famous scientist, Henri Fabre, to prepare hydrogen before his class, used a mustard bottle having the cork pierced with a goose's quill and a pipe-stem. If science is to be controlled in this way, its progress will be in the direction of least expenditure. On the other hand, we have known in England science teachers who demanded costly apparatus, which, obtained, was discarded after a few exhibitions of its use. A temporary tightening of the purse-strings may serve to check lavishness in the lecture room. But for research there should be no grudging; to make new conquests science must have the sinews of war; nor can we at once live by science and starve it.

Pedagogic France has been much exercised by the question of holidays. The Minister of Public Instruction, after consultation with the Conseil supérieur, has regulated them as follows. Henceforth, and from this year, *les grandes vacances*, or long holidays, will last two months uniformly in all schools; but the beginning and the end of that period will vary regionally. Apart from the Easter holidays, which will be of ten days' duration,

(Continued on page 588.)

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INDIA.

The Bureau of Education's "Indian Education in 1920-21" relates to a period of unrest and tells of the effect of political agitation on students. As to the development of national education, which would be viewed from England with much interest, little was done: the tendency of the agitation was to destroy rather than to construct. We quote what is said on this subject. "The reports show no movement so far towards a more truly national type of education in the 'national' institutions that have been called into being. Even the 'Charkha' on its educational as apart from its economic side is only a development of manual or vocational training which is already in vogue in other countries and has been steadily encouraged for some years in this country. The more extensive use of the vernacular as medium of instruction covers educational methods rather than aims, and will no doubt be pressed by all Governments if and when they are convinced that it has popular as well as educational support. There are no signs of any reaction against Western subjects, languages, and ideas. In fact one Province ascribes the popularity of 'national' schools to the fact that English is therein begun earlier than in 'recognized' schools!"

CANADA.

In Ontario the Report for 1921 of the Minister of Education shows that, although in this Province as elsewhere the spirit of Economy has been abroad, "the progress made by the elementary and secondary schools of Ontario has been substantial and continuous. Public interest in education has shown no signs of flagging. The readiness of both rural and urban communities to enter upon necessary expenditures has been remarkable. The attendance of pupils has improved and is now better than

in previous years. The salaries of teachers have risen. The professional training schools are well attended and the supply of teachers is not inadequate. Although the burden of general taxation on account of necessary purposes is heavier, a generous policy toward the schools has not ceased, and, in general, the Province has maintained unimpaired its historic zeal for education."

The Adolescent Act, passed two years ago, was proclaimed effective last September in municipalities of five thousand or more inhabitants. Under the provisions of this Act the age of compulsory education has been raised from

fourteen to sixteen years. Before they become operative a child on attaining the age of fourteen, or even at an earlier age if he had passed the High School Entrance examination, had the legal right to discontinue attending school. Large numbers availed themselves of this privilege. With their limited education these were poorly equipped to succeed in life in an age in which trained intelligence counts so much for success. Now the further education of such children will be cared for: some will attend the high schools, others the vocational schools, and still others will continue their studies in the public schools. Already the effects of this legislation are being felt in the high schools in an increase of attendance, an increase which is likely to grow to great proportions in the not distant future. There are 144 continuation schools in the Province, and the close connexion between them and rural life is shown by the fact that more than half the pupils attending at them are the sons and daughters of farmers. Ontario has an efficient system of high schools and is successful in keeping the pupils in them. The average ages of the pupils on June 1, 1921, were: Lower School, Form I: Boys 15.05 years, Girls 15.08; Form II: Boys 16.15, Girls 16.18; Middle School: Boys 17.48, Girls 17.39; Upper School: Boys 18.38, Girls 18.15.

UNIVERSITY COLLEGE HOSPITAL MEDICAL SCHOOL. *Goldsmid Entrance Exhibitions*, 1923. The Goldsmid Entrance Exhibitions of One Hundred and Twelve Guineas each have been awarded to Mr. P. M. D'Arcy Hart, Gonville and Caius College, Cambridge, and Miss Janet Vaughan, Somerville College, Oxford.

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SUMMER SCHOOL OF EURHYTHMICS AT OXFORD.—One of the most interesting summer schools at Oxford was that of the London School of Dalcroze Eurhythmics which opened on July 31. The inaugural address was given by Sir Hugh Allen, previously known in musical centres as the conductor of various Bach Choirs, and now known throughout the world as Professor of Music in the University of Oxford, and Principal of the Royal College of Music. Sir Hugh delighted his hearers with a comprehensive survey of the history of music in Oxford with its ups and downs from the earliest times to the present day, even including a reference to the Oxford Musical Festival of last term in its historical aspect. The address was enlivened by many quaint and characteristic touches of humour, as when he told how his own professorship was derived from a worthy benefactor of the seventeenth century who never played in tune, and when he compared the chilly reception of one who rashly asked a Dean of Christchurch for the use of the dining hall for a

concert, with the spectacle of another Dean of Christchurch, fifty years later, playing a duet with the Principal of Brazenose at the 1,000th meeting of the University Musical Club. What Sir Hugh did not tell the audience was what he himself had done for the cause of music in Oxford during the latter half of those fifty years. One wonders if he realizes even a small part of all that Oxford owes to him. Another interesting feature of the School was a demonstration class lesson given to small children. Such a lesson, which is unrehearsed, is literally a practical demonstration of the Dalcroze method, and conveys better than any written words could do, its actual and potential value in the scheme of education, not only within but outside of the domain of music. Such demonstrations would be useful if they served no other purpose than that of disabusing the minds of some people of the idea that a school of eurhythmics is only a kind of super-dancing class. The Dalcroze method, like the liberal education of our public schools and universities, is only "learning to learn," but in what a charming and delightful way!

THE INSTITUT FRANÇAIS DU ROYAUME UNI.—A very attractive programme has been drawn up for the coming scholastic year. Besides many lectures to be given by its own staff of professors and teachers, the Institut has arranged for a number of eminent French people, well-known in the literary and scientific circles of France and other countries, to deliver lectures at its headquarters in Cromwell Gardens, South Kensington. In connexion with the activities of the Institut Français for the consolidation of the "Intellectual Entente," it is interesting to recall the successful performances of Molière's "L'Avare" and "Le Misanthrope," by the Comédie Française at His Majesty's Theatre in May last. These performances were much appreciated both by the critics and the general public and proved of a high educational value to students of French literature and art in this country. In "Le Misanthrope," M. Duflos was admirable as Alceste and Mme Cécile Sorel most fascinating as Célimène; the combined effort of the whole company was such as must be expected of their reputation and the traditions of the Théâtre Français. But those who saw Harpagon's convulsions and heard his querulous lamentations at the loss of his

(Continued on page 592.)

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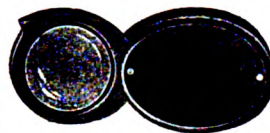
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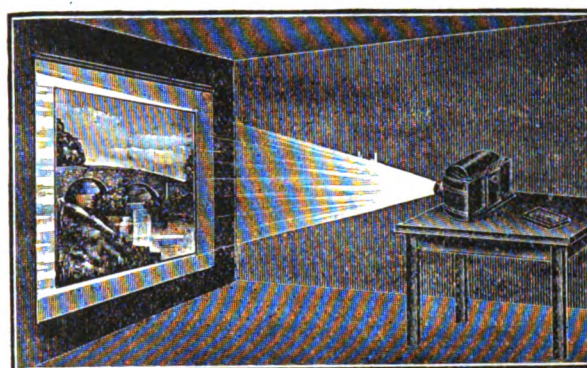
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"caissette," as rendered by M. de Féraudy, will ever be haunted by the picture of a tragedy, the terrible humour of which evokes from the spectator, but with difficulty, expression in laughter.

EDUCATIONAL CONFERENCE IN OXFORD.—The City of Oxford Teachers' Association is holding its third Educational Conference in the Examination Schools on Friday and Saturday, October 6th and 7th. The opening address by the Rev. Canon Sawyer, Head Master of Shrewsbury, will be followed by an address on "Nature Study in a School's Curriculum," by Mr. W. T. Cresswell. Other interesting papers announced are "Graphic Methods in the Teaching of Arithmetic," by Mr. A. L. Perkins, "The Dalton Plan," by Miss R. Bassett, and "The English Report and After," by Mr. George Sampson. A public meeting in the Town Hall is to be held on Friday at 7 p.m. when Demonstration Lessons will be given showing how musical training, physical training, and singing are being carried on in the schools, and the proceedings will terminate with a conversazione on the Saturday evening in the South Oxford Schools. The Conference will be open to teachers in elementary and secondary schools in Oxford and the district, and all other persons interested in education. Further particulars may be obtained from the Honorary Secretary, Miss L. Gee, 45 Chalfont Road, Oxford.

EQUAL FRANCHISE.—The Prime Minister has consented to receive, at the beginning of October, a deputation organized by the National Union of Societies for Equal Citizenship to present to him a memorial signed by 222 Members of Parliament and a large number of nationally organized associations, asking that the Government should introduce and pass legislation through all its stages, before the General Election, which will give women the vote on the same terms as men.

SECONDARY SCHOOLS ASSOCIATION.—The annual meeting of the Secondary Schools Association (25 Victoria Street, S.W.), was held on July 6 last, and the annual report for the year 1921-1922 has been issued. The Association, which aims chiefly at safeguarding the interests of secondary education by promoting the interchange of experience among secondary school governors and by acting as a connecting link between the secondary schools and the Board of Education, devoted its

attentions during the year chiefly to the revision of the Teachers' (Superannuation) Act, 1918, to the provision of regulations for prolonging the period of school life, and to the question of the payment of grants to secondary schools by the Board of Education (Circular 1259). In regard to the second of these questions two specimen enrolment agreements are printed in the report; in both cases the parent or guardian binds himself to keep the child at school for a definite number of years and is liable to forfeit a definite sum if the contract is broken without good reason. The Association is not large but about one hundred and fifty well-known secondary schools are represented and it does valuable work in the cause of secondary education.

HOWELL'S SCHOOL, DENBIGH.—Friday, July 21, was Speech Day at Howell's School. The Lord Bishop of Bangor was the special preacher at the service held in St. David's Church, and the chair at the prize-giving was taken by Canon Redfern in the absence of the Archbishop of Wales, who said in a letter, "It is with exceptional regret that I find myself unable to be present. . . . Had I been with you, I should, as chairman, have taken the opportunity of saying . . . that we look forward with well-assured confidence to the future of Howell's School under the guidance of Miss Robinson. The school . . . is an example and an inspiration to the whole of the principality in the higher education of girls." The Head Mistress then read her report, which spoke of the growth of the school, and of the many successes gained during the past year. The prizes were presented by the Hon. Mrs. Brodrick. After luncheon the girls gave a performance in the open-air of Gilbert Murray's translation of Euripides' "Alcestis" for which the Cloisters made an excellent stage.

THE NAVY LEAGUE.—The Navy League is a non-partisan voluntary association of British peoples banded together for service to the Empire, particularly in connexion with matters concerning the sea. Its fundamental policy is complete naval protection for British subjects and British commerce throughout the world. Among its objects, the League seeks public support for the principle of a navy of the requisite standard of strength for the maintenance of our trade and Empire, and in pursuance

(Continued on page 594.)

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EDUCATION AT THE HULL MEETING OF THE BRITISH ASSOCIATION.—The proceedings of the Educational Science section of the British Association will open at 10 a.m. on Thursday, September 7, with the presidential address of Sir Richard Gregory upon "Educational and School Science," to be followed by a discussion upon it; and arrangements are in active preparation for this to be opened by distinguished representatives of the physical and biological sciences. On Friday an important joint meeting with the Psychological section will be held to discuss Psycho-analysis; papers have been promised by Dr. C. W. Kimmins, Dr. Crichton Miller, Prof. Pear, and Dr. R. G. Gordon; the discussion will open out the whole field of the relation of psycho-analysis to education, and such questions as "The psychopathic child," "Neuroses, drugs, and crime," "Pathological stealing, lying, and truancy" will be dealt with. On the Friday afternoon two addresses upon Imperial Citizenship will be delivered by Lord Meston and the Rt. Hon. Sir Joseph Cook (High Commissioner for Australia); it is probable that Bishop Welldon, Dean of Durham, will also speak. The greater part of the morning of Monday, September 11, will be occupied by a discussion upon "English as a basis of national education," the openers being Prof. Edith Morley, Mr. G. R. Pocock, of Dartmouth College, and Mr. J. H. Fowler; whilst the discussion is expected to centre chiefly round the report of the Departmental Committee it will not be altogether confined to this, and it is hoped

that the result of the meeting will be to obtain a wider recognition of the value of the mother tongue as a basis of all education. On the last day of the meeting the morning will be divided into two parts; during the earlier portion papers will be read by prominent local educationalists upon individual work in schools, with special reference to experiments in Hull. The latter part of the morning will be devoted to a joint discussion with the Engineering section upon the "Effect of Reformed Methods in teaching Mathematics"; Prof. T. P. Nunn has prepared a valuable contribution upon the teaching of geometry, and Mr. R. C. Fawdry, of Clifton College, will review the history of the movement and its possible future development. Other papers promised are "Advanced work in Elementary Schools," by Mr. R. C. Moore, and "International Students' Organizations," by Mr. J. S. Macadam.

SCHOOL TEACHERS' SUPERANNUATION ACT, 1922. Circular 1277, issued by the Board of Education, directs attention to the provisions of the Act and to the Statutory rules under which it is to be enforced. No teacher in "recognized" service under the age of thirty-five will be exempt from contribution. In many cases the Board has already announced to teachers that they cannot qualify for pensions on the ground of age, and it is stated in the circular that the production of the official letter will be sufficient to show non-liability for contributions. Similarly, teachers who have been informed by the Board that they are debarred from the benefits of the Act on medical grounds will be relieved of the necessity of contributing on producing the official letter. During the present official year it is left to the local authority or employing body to decide as to the amount of salary to be deducted each month or term, but 5 per cent of the salary from June 1, 1922 to March 31, 1923, must be deducted by the latter date. Thereafter 5 per cent of salary is to be deducted from each salary payment until May 31, 1924.

INSPECTIONAL POWERS OF THE CENTRAL WELSH BOARD.—The Central Welsh Board has powers of inspection in intermediate schools only, and at a recent meeting of the Board it was suggested that its effectiveness in directing education in Wales would be much increased by co-operation of the Board's inspectors with

(Continued on page 596.)

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those of the Welsh Department. According to the *County Schools Review*, the Hon. W. N. Bruce, who opened the discussion, outlined a scheme whereby inspectors of the Central Welsh Board should be allowed a share in the inspection of central schools, training colleges, &c., and H.M. inspectors should be invited, in special circumstances, to visit intermediate schools. General approval of the suggestion was given by the Board and a small sub-committee was appointed to discuss details. The *County Schools Review* refrains from expressing any definite opinion of the scheme as it stands, but states that while an extension of the powers of the Central Welsh Board will be welcomed in all schools, there will be serious opposition to any attempt to impose again any system of dual inspection. We shall await with interest the detailed suggestions put forward by the sub-committee appointed to examine the question.

SWANLEY HORTICULTURAL COLLEGE.—The annual report for 1921 of the Horticultural College, Swanley, presented on Prize Day, July 25 last, records a good year's work at this excellent institution. As some of our readers may know, the College provides a three-year diploma course, a horticultural certificate course, a commercial or smallholders' course which aims at training women for the management of small holdings, both of which occupy normally six terms, a new course for the degree of B.Sc. in horticulture of the University of London lasting four years, and short courses in gardening, dairy work, poultry keeping, fruit and vegetable preserving, and bee-keeping. During the past year efforts have been made to complete numerous repairs which had been postponed owing to war conditions, a new dairy was erected, and some of the existing buildings were converted into a chemical laboratory. The poultry department is being re-organized, new strains having been introduced, and in addition a small herd of hardy goats of English breed has been introduced. Of the efficiency maintained in the College orchards, it is sufficient to note that the silver-gilt Banksian medal for a collection of apples was awarded to the College at the Royal Horticultural Society's Fruit Show while numerous prizes have been won at agricultural societies' and fruit shows. Miss F. R. Wilkinson has resumed temporarily the post of Principal rendered vacant by the resignation of Miss F. Micklethwait.

PRIZE COMPETITIONS.

The winner of the June Competition is Mr. A. R. Allinson, 31 Gloucester Crescent, Regent's Park, N.W. 1.

The winner of the July Competition is Mrs. H. Swire, 443 Hagley Road, Edgbaston, Birmingham.

Summer Competition (announced in July, p. 534).

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Lists must be received by September 8th, and the result will be announced in the October number.

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Continued on page 598.

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MUSIC

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619

SCIENCE

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CLASSICAL MISTRESS required in September for a large Dual School in North Wales. Graduate essential. The post is a non-resident one and salary according to Burnham Scale.—No. 22,072.

CLASSICAL MISTRESS required in September for a large Girls' School in South Wales. Graduate essential. The post is non-resident, and salary according to Burnham Scale.—No. 21,523.

CLASSICAL MISTRESS required in September for a high-class Girls' Boarding School within easy reach of London. She should also be able to offer Junior English. Salary offered from £150 per annum, resident, according to qualifications and experience.—No. 21,111.

ASSISTANT MISTRESS required in September to teach Mathematics and English up to Matriculation Standard, together with, if possible, German and Latin. Salary offered about £120 per annum, according to qualifications and experience.—No. 22,032.

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ASSISTANT MISTRESS required in September to teach English, Literature, and Geography for a high-class Girls' Boarding School on the South Coast. The candidate appointed must be experienced. Salary offered from £120 per annum, resident, upwards.—No. 21,727.

HISTORY SPECIALIST required for a large Dual School in North Wales. The post is non-resident. Salary according to Burnham Scale.—No. 22,073.

Mathematical and Science Mistresses.

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SENIOR MATHEMATICAL MISTRESS required for a Girls' Private School on the South Coast. Salary offered about £120 per annum, resident.—No. 22,007.

MATHEMATICAL AND SCIENCE MISTRESS required for an important Girls' Boarding School on the South Coast. Salary offered £150 per annum, resident.—No. 21,890.

ASSISTANT MISTRESS required in September for a Girls' Private School on the South Coast, to teach Mathematics and Botany up to Senior Cambridge Standard. Salary offered from £90 to £100 per annum, according to qualifications and experience, together with Board and Residence.—No. 21,998.

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ASSISTANT MISTRESS required in September for a Boys' Preparatory School in the Home Counties, to teach Pianoforte, Dancing, together with Elementary Subjects in the Lowest Form. Salary offered about £100 per annum, resident.—No. 21,846.

JUNIOR MISTRESS required in September for a Private School in the Home Counties. Salary offered about £80 per annum, resident.—No. 22,074.

JUNIOR MISTRESS required for a Girls' Private School in the North of England to teach General Subjects. Salary offered about £80 to £80 per annum, resident.—No. 22,007.

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MUSIC MISTRESS required for a Girls' Private School in the North of England, to teach Pianoforte, Violin, and Singing. Salary offered £90 to £100 per annum, resident, according to qualifications and experience.—No. 21,969.

MUSIC MISTRESS required for a Girls' School on the South East Coast. The candidate appointed must be a member of the Church of England. Salary offered about £100 per annum, resident.—No. 21,778.

MUSIC MISTRESS REQUIRED for a high-class Girls' Private School on the South East Coast. Salary offered from £100 per annum, resident, upwards.—No. 21,728.

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ASSISTANT MISTRESS required in September to teach Ablett's Drawing, Painting, and, if possible, Music, for a Girls' Private School on the East Coast. Salary offered about £80 per annum, resident.—No. 21,961.

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historical, the two forming independent but complementary books. The main difference between the second and the first English edition is that Mr. Ainslie now completes the translation of the historical portion, which he was obliged to summarize in the first edition.

Some of our readers, we hope many, are sure to have made acquaintance in a general way with Croce's "philosophy of the spirit" by means of Mr. Clutton Brock's excellent little book entitled "The Ultimate Belief." For Croce the activities of the spirit are divisible first into the theoretic and the practical. The theoretic is again divisible into the intellectual or logical and the intuitive or æsthetic; and the practical into the economic or useful and the moral. From the present point of view the distinction between logical and intuitive knowledge is the important thing, and it is in Croce's insistence upon the independence of intuitive knowledge, and in his thorough-going application of that principle to the doctrine of Æsthetic, that his indisputable claim to originality mainly lies. Intuitive knowledge is obtained through imagination, and is knowledge of individual things. Logical knowledge is obtained through the intellect, and is knowledge of the relations between things. But further, every true intuition is also expression. It is impossible to distinguish them. Intuitive knowledge is expressive knowledge, and is the æsthetic or artistic fact.

We are not sure that we have done wisely in trying to put Croce's fundamental position in so few words, for in order to grasp and apply his principle much patient thought is inevitably necessary. But the philosophically minded teacher who will take the trouble will find himself amply rewarded, if only by Croce's illuminating discussions of problems that have a definite educational bearing. He points out, for example, the impossibility of translations, in so far as they pretend to effect the remoulding of one expression into another. "Faithful ugliness or faithless beauty" is, he says, the fate of the translator. Translation is only relatively possible—not as the reproduction of the original expressions, but as the production of similar expressions. A "good translation," such as the English Bible, is really an approximation which has original value as a work of art, and can stand by itself. We may take as another example Croce's remarks on the essential nature of History. History is included in the concept of Art; it does not construct universals and abstractions, but posits intuitions. To object that this robs History of its dignity and value is to misconceive Art, which is an essential theoretic function, not an amusement or a frivolity. The world of what has happened, of the concrete, is intuition—historical intuition if shown as it realistically is, artistic intuition in the narrower sense if presented in the aspect of the possible, the imaginable. The attempt to discover a philosophy of history, an ideal history, a sociology, an historical psychology (so variously called) the object of which is to extract from history concepts and universal laws, is the error of historical intellectualism. If we get any laws from history they are not laws of history at all, but laws of ethics, of logic, or of science, as the case may be.

Did space permit, one might go on to show how Croce turns the intense light of his ruling principle upon the theme of "art for art's sake," upon the question of teaching rhetoric in schools, and upon many other matters of high educational import. Well may Mr. Ainslie say that the importance and value of Italian thought have been too long neglected in Great Britain.

ALEXANDRIAN LITERATURE.

Herodas: The Mimes and Fragments. With Notes by Dr. W. HEADLAM. Edited by A. D. KNOX. (63s. net. Cambridge University Press.)

The schoolmaster who can afford to buy this book probably does not exist; but every sixth form master can see that it is acquired for his school classical library, and we strongly recommend all such to do so, for it is

likely to take its place along with Munro's "Lucretius" and Jebb's "Sophocles" as one of the outstanding monuments of English scholarship. Much of Herodas is, of course, no fare for schoolboys, but the classical master will want to read Herodas, and he has here an authentic text—very much more easy to read than that first published by Sir Frederic Kenyon in 1891!—from which he can give his class at least one example of the mime.

The volume as it stands is really the joint work of the late Dr. Headlam and of Mr. A. D. Knox, Fellow of King's College, Cambridge, though the latter modestly describes his own work as merely editorial. But the preface informs us that "a small minority of the notes up to Mime VII, several of the notes on Mime VII, and a large majority of the subsequent notes have been written by the present editor, together with text, translation, critical notes and indexes." The introduction (of some sixty pages) is in two parts; the first and longer part, by Dr. Headlam, gives us a very interesting and able survey of literary tendencies after the fall of Athens, without understanding which we cannot appreciate Alexandrian literature, and then a full literary criticism of Herodas' style and of his characters as regular types of his age; the second and shorter part, by the present editor, is palæological and gives us some idea of the meticulous care and great patience of those scholars to whose devotion we are indebted for our classical texts. The papyrus of Herodas in the British Museum is defective in several places, but Mr. Knox has succeeded in reconstructing a fairly complete text for the first eight mimes. The patient labour involved in such a reconstruction cannot be realized by the fortunate reader who skims through the text so reconstructed, but he gets glimpses of it when he reads in the notes of correspondence with Sir Frederic Kenyon, that a careful inspection of the papyrus makes him (Sir Frederic) think that such and such a *lacuna* contained three rather than four letters(!), or when he reads in the *apparatus criticus* on Mime II 6, "There is a line on the right hand margin probably unintentional (to clean the pen?)."

In addition to the reconstructed text, with translation *en face*, the volume contains most exhaustive notes—so necessary in such an allusive writer as Herodas—which not only elucidate the point at issue but provide abundant references for further research—and concludes with four invaluable indexes of words, notes, subject-matter, grammar, metre, style, textual criticism, &c.

RESEARCH AND RELIGIOUS FAITH.

A Faith that Enquires. By Sir HENRY JONES. (18s. net. Macmillan.)

This posthumous volume may be regarded as Sir Henry Jones's last will and testament. The spirit that animates it is expressed with admirable felicity in the Preface. The author says:—

"I have had one main purpose before me throughout this course of lectures. It is that of awakening and fostering the spirit of research in questions of religious faith.

"If I read our times aright, there are many thousands of thoughtful men in this country whose interest in religion is sincere, but who can neither accept the ordinary teaching of the Church, nor subject themselves to its dogmatic ways. I would fain demonstrate to these men, both by example and by precept, that the enquiry which makes the fullest use of the severe intellectual methods, supports those beliefs upon which a religion that is worth having rests. Let man seek God by way of pure reason, and he will find Him.

"As to the Churches, I could wish them no better fate than that henceforth they shall regard the articles of their creeds, not as authoritative dogmas, but as objects of unsparing intellectual enquiry. Enquiry not only establishes the truth of the main elements of the doctrines which the Churches inculcate, it transmutes and enriches their meaning. Enquiry is the way of Evolution; His

'Kingdom will come' *pari passu* with the development of the more secular forces on which the well-being of mankind depends."

The book contains twenty lectures, dealing with such important themes, among others, as the following: "The Sceptical Objections to Enquiry in Religion Stated and Examined," "The Nature of Religion," "The Contrast of the Finite and Infinite," "Religious Life and Religious Theory," "Morality and Religion," "The World of the Individualist," "The World of the Idealist," "The Standard of Value," "The Absolute and the Natural World," "God and Man's Freedom," "The Immortality of the Soul." The book touches on and discusses many live questions in philosophy and religion. It is modern in the best sense, and whatever view we may take of the author's conclusions, the volume should be read by all who are interested in the relations between philosophic thought and religion.

BIOGRAPHY.

Shackleton: A Memory. By HAROLD BEGBIE.
(2s. 6d. net. Mills & Boon.)

This vigorous and attractive sketch of the great Antarctic explorer should be placed in the library of every boys' school. It is an inspiration to high adventure and strenuous endeavour.

ENGLISH

Studies in Literature: Second Series. By SIR ARTHUR QUILLER-COUCH. (14s. net. Cambridge University Press.)

All who love literature—be they teachers, students, or general readers—will welcome the publication of this second series of "Studies." There is much that is new, or rather, much that is presented in a new and attractive light in these Studies. The charm of the author's language, his humour, and his gentle—occasionally forcible—irony make his work delightful to read. The first lecture, on Byron, is a timely appreciation of one who, even now, is neglected by his own countrymen, though honoured abroad; Don Juan is considered the highest expression of his genius. In the lectures on Shelley the author points out that much of the hostile criticism which has been directed against his poetry was due to his unconventional life. His lyrical qualities are well explained and illustrated. The spiritual basis of his teaching—a revolt, in fact, against oppression and dogmatism—is perhaps better understood now when the conditions of life are not unlike those of the poet's own day. The lectures on Milton lead up to an appreciation of "Paradise Lost." Among many interesting features are included a comparison of the lives of Milton and Ruskin, loneliness being the keynote of both; an account of the development of the poet's style and the influence of music on it; and the reasons why "Paradise Lost," originally planned as a drama, became an epic. There follow lectures on "Antony and Cleopatra," in which we are shown Shakespeare's revelation of the wonderfully complex character of Cleopatra; on Chaucer and his successors, the English poets Gower, Lydgate, and the rest, and his far greater Scottish disciples, James I, Henryson, Dunbar, and Douglas. Finally there is a very able defence of the much discussed and often derided Victorian Age, in which the author begs us not to dwell upon the events of one or two particular years, or upon the little foibles or pieces of affectation or prudery which are merely on the surface, but rather to consider the great movements and the wonderful progress in civilization during that period.

English Intonation, with Systematic Exercises. By H. E. PALMER.
(5s. net. Hefter.)

The object of this book is stated to be to record the "tones and tone-compounds" of southern English speech, to classify these, and hence to formulate a series of rules, and to set forth a system of tonetic notation. The author rightly insists that pronunciation and intonation are closely bound up together. Many foreigners who are well acquainted with the words and constructions of English and who pronounce it correctly, are nevertheless at once stamped as foreigners when they speak. This is due to incorrect stressing of words and syllables, or perhaps we should rather say, to incorrect intonation. The ingenious system of notation offered by Mr. Palmer, which is quite new to us, is very fully and skilfully illustrated by examples and should be most useful in instructing foreigners in English speech, and in a modified form will probably be of service in teaching young English boys and girls to improve their speech.

An Old English Grammar. By Dr. E. E. WARDALE.
(7s. Methuen.)

Dr. Wardale's book is intended as an introduction to the standard works of Sievers and Wright. It is the work of a scholar, who shows that the theories and laws of Old English are thoroughly in accordance with the most modern thought and research. Many of us have memories—perhaps not the most pleasant—of our early struggles with Sievers; and what is wanted is undoubtedly a more elementary book written in a simple and—be it candidly admitted—a more palatable style. While there is much that is attractive and interesting in the way in which the matter is presented in this book, it seems, as an introduction to the subject, rather too difficult and involved. It is a pity that the author did not break through tradition and give first place in his book to a simple accidence without too many notes.

The Tragic Muse. Vols. I and II. *The Spoils of Poynton.*
By HENRY JAMES. (7s. 6d. each. Macmillan.)

These are Pocket Volumes XII, XIII, and XV of the new and complete edition, in thirty-five volumes, of the novels and stories of Henry James. They are agreeable books to handle and are beautifully printed on very thin paper. What adds materially to the charm of this edition is the retention, from the "New York" edition, for which they were written, of the author's critical prefaces, in which he condescended to set forth in not extremely lucid language but with leisurely precision and whimsicality and complete candour the origin of the story and the reasons for his particular method of dealing with it. "The Tragic Muse," of which he cannot clearly recall the germ, he introduces as "a poor fatherless and motherless, a sort of unregistered and unacknowledged birth." It overstayed its welcome as a serial in *The Atlantic Monthly*, "running on, inordinately, several months beyond its proper twelve." Alas, "The Spoils of Poynton," too, issued in instalments, was eyed from month to month "with an editorial ruefulness excellently well founded."

Edward Carpenter: The Man and his Message. By TOM SWAN.
(5s. net. Cape.)

This book, first published in 1910, and now appearing in a new and revised edition, provides a well-informed, well-written, and sympathetic account of Carpenter's teaching. Under the headings "The Man and his Books," "His Philosophy," "His Message to the Individual," and "His Message to Society," the writer gives a clear and interesting exposition of his theme, supported by judiciously chosen passages from Carpenter's writings. The test of success in the writing of a book of this kind is that it should stimulate the reader to turn to the original, and to this test we believe Mr. Swan's little treatise will answer well. We have little doubt that many have turned, and that many more will turn, to Carpenter's refreshing pages, as the result of having read this introduction.

EDUCATION.

The Johns Hopkins University Studies in Education, No. 4.
Edited by E. F. BUCHNER. *The Effect of the Physical Make-up of a Book upon Children's Selection.* By FLORENCE E. BAMBERGER. (2 dollars. The Johns Hopkins Press, Baltimore.)

Any one experienced in the management of a children's library, and for that matter any one who has had opportunities of observing children's ways, knows that the outward form of a book, its effect on the eye, has much to do with arousing or depressing the child's interest in it. Of course a bright cover and a good supply of pictures are not in themselves enough to make a poor book popular, but a dull exterior and the absence of pictures are enough to make a good book unpopular. Starting from this general position, which suggested a subject for careful inquiry, Miss Bamberger has carried out an elaborate investigation into the effect of the physical make-up of a book upon children's selection. The effects upon selection of the size of the book, the attractiveness of the cover, the number and quality of pictures, the number of lines in a page, the choice of title, and so on, are dealt with exhaustively, and the results are summarized at the end. It is no less instructive than interesting to find that a title which suggests a text-book, e.g. a title containing the word "Reader," has a devastating effect upon a child's desire to read or to possess the book. Indeed the external make-up of a book seems on the whole to exert a negative rather than a positive appeal. At first sight it may appear that Miss Bamberger has spent an enormous amount of pains upon a subject that scarcely more justifies such expenditure. But when we consider the importance of the reading habit, and the trifles that effect the formation of a habit, we see that this view cannot be sustained.

Principia Ethica. By G. E. MOORE.
(15s. net. Cambridge University Press.)

Published first in 1903, this book rapidly became a standard text on the subject, and "is now reprinted without any alteration whatever, except that a few misprints and grammatical mistakes have been corrected." The author explains that he is still in agreement with the main tendency and conclusions, and that if he began correcting what seems to him to need correction he could not end without re-writing the book. In some cases we might not unreasonably ask, "Why not, then, re-write the book?" But in the case of an accepted text like this great confusion would result from the existence of two versions, and since a great deal of the value of such works is the material they supply for controversial exercise among young philosophers, it is certainly better to leave the text undisturbed.

GEOGRAPHY.

Philip's Visual Contour Atlas. Staffordshire Edition. Edited by G. PHILIP. (1s. 6d. net. Philip.)

This atlas, suitable for junior forms, contains forty coloured plates. On all the orographical maps, the contour lines are drawn with great clearness thus giving a sharp definition to the coloured areas. In this edition there are four maps specially designed for the use of schools in Staffordshire.

A Regional Geography of the Six Continents. Book VI, South America. By E. W. HEATON. (1s. 4d. net. Russell.)

In this elementary geography a fairly detailed account is given of the chief regions of South America and a final chapter is devoted to the West Indies, Central America, and Mexico. The text, bound in limp cloth, is illustrated with eight pictures and thirty-two maps and diagrams.

The World about Us: A Study in Geographical Environment. By O. J. R. HOWARTH. (2s. 6d. net. Milford: Oxford University Press.)

This little book of ninety pages provides a good introduction to a more detailed study of geographical environment. In the various chapters, environment is discussed in relation to distribution, migration, transport, political states, and history. All the descriptions are written in an interesting style and they are particularly suitable for boys in the middle forms of secondary schools.

Handbook of Commercial Geography. New Edition. By G. G. CHISHOLM. (25s. net. Longmans, Green.)

This well-known book, first published in 1889 and now in its ninth edition, has long been recognized as a standard work on Commercial Geography. The preparations for this edition, although begun in 1913, were delayed by the war and the work now appears in a thoroughly revised form. Much new matter has been introduced, especially under the headings of climate, industrial towns, coal, and the British Isles, and several new maps are also added. In the Appendix are numerous statistical tables in which, as a rule, pre-war figures are given. This handbook is indispensable to teachers who want reliable information for their lessons, to students in higher schools and colleges that are devoting increased attention to commercial education, and to those entering on commercial life who take a sufficiently intelligent interest in their business to make their private studies bear on their daily pursuits. Although the price is somewhat high, the book is well worth the money and at least one copy should be in every school library for constant reference.

HISTORY.

Medieval France: A Companion to French Studies. By A. TILLEY. (25s. net. Cambridge University Press.)

The volume under notice is framed on the model of the famous Cambridge Modern History and its numerous successors. That is to say, it contains a series of allied but disconnected studies from the pens of a group of experts. In this case, however, the scope of the central theme is restricted to Medieval France, the number of studies is limited to ten, and the group of experts is small, viz. seven Frenchmen and three English. Their joint labours result in a marvellously complete and authoritative account of the making of the French monarchy from Hugh Capet to Charles VIII, together with a description of the social, religious, artistic, and literary development evident during the same five centuries. Some of the sketches begin at an earlier date than 987, and some at a later—there is a curious lack of uniformity in the matter—but the strength of the volume as a whole resides in its treatment of the second half of the medieval millennium. The political history of the period is dealt with in a masterly manner by M. Langlois. Then follow chapters on Army, Navy, Industry and Commerce, Learning, Language,

Literature, Architecture, and Art generally (except Music, which is entirely omitted). Altogether this work will be an invaluable companion to all who are studying either the language or the history of France.

MATHEMATICS.

Plane Geometry for Schools. By T. A. BECKETT and F. E. ROBINSON. Part I. (5s. Rivingtons.)

In this book, of which only Part I is before us, the authors have adopted the now usual plan of beginning with a section devoted to practical work. This is followed by three sections of formal geometry which cover the ground of the first four books of Euclid, together with some elementary trigonometry. The arrangement of the subject matter is good, though we think it would have been better to relegate some of the propositions in the Appendix to the section dealing with the circle to Part II. The examples are well graduated and furnish abundant exercises of all stages of difficulty.

Bell's Mathematical Series for Schools and Colleges.—*Practical Mathematics.* By A. DAKIN. Part I. (5s. Bell.)

This is a course of instruction in arithmetic, elementary algebra, geometry, and numerical trigonometry. As in the majority of books of this type, the fundamental principles are stated without formal proof as facts to be committed to memory, more or less plausible evidence being adduced as grounds for their acceptance. A satisfactory feature is the attempt to make the graphical work a more intellectual exercise than it usually is, by employing the graphs for purposes of comparison and correlation.

Applied Calculus: An Introductory Text-book. By F. F. P. BISACRE. (10s. 6d. net. Blackie.)

This book is interesting, it makes good reading, the chapters are headed by apt quotations, there are portraits and biographies of eminent mathematicians, physicists, and chemists, but by the time we reach the end of it we are in doubt as to what was the author's main object in writing it. Presumably it was to teach the calculus, but more than a hundred of the 400 pages are devoted to problems in electricity and magnetism, chemical dynamics, and thermo-dynamics. We cannot see what advantage results from mixing subjects in this way. The physics and chemistry are learned much better from special text-books, and all the real calculus contained in these later chapters could be compressed into four or five pages. There is good matter in the book, but the irrelevancies dilute it too much.

MISCELLANEOUS.

Strained Relations. By CYRIL ALINGTON. (6s. net. Macmillan.)

The author of this delightful tale is the Head Master of Eton, and it is pleasant to note the fact. If Mr. Alington were to give up his high scholastic office, a new force might, perhaps, be added to our novel-writers—so deft and true is the touch in this "Strained Relations"; but he will continue at Eton for long years yet, we hope, and this novel, and others, its successors, will serve to show how vivacity and overflowing humour can be found in the most responsible of positions. Perhaps it is the English way; perhaps it is the typical English scholar's way. But there is in Mr. Alington's style of writing and management of his characters a peculiar zest of life, a delight in wit for wit's sake, which go well beyond any ordinary academic limits. The tale is a slight one, but every turn of it is complete. A lively young baronet desires the honour of a visit to his country-house of a fair American; the lady's mother, a devout spiritualist, is attracted by the prospect held out to her of meeting on this visit Professor Lapski, a thought-reader: and Lapski does not exist! Lapski must be impersonated therefore. But the sedate hostess-to-be cannot come at the last minute. She, too, must be impersonated. And Uncle Robert, the brewer, another guest—he must not be a brewer, for the spiritualistic lady is also a Prohibitionist. So another change of identity takes place; and yet others, too. Amid such vital uncertainties, and helped along by whimsical quotations, this house-party goes through its amusing existence. "Nothing like a little judicious levity," quotes Mr. Alington in his preface, and we are glad to have been judicious with him.

The Story of the First Life Guards. By Capt. C. W. BELL. (1s. 6d. Harrap.)

A soldierly history—terse, clear, animated—of this famous regiment. The Life Guards were formed, with the Grenadiers and Horse Guards, at the Restoration, and consisted of the King's Troop—largely Charles II's followers in his exile—the Duke of York's Troop of Horse from Dunkirk, and Monk's Life Guard.

The regiment was divided into First and Second Life Guards in 1788. At first each guardsman provided his own horse and weapons, and in the eighteenth century the "private gentleman" had to pay admittance money of some £100, and the price of a cornet's commission was £1,200. The regiment fought in William III's campaigns but not in Marlborough's, at Dettingen and Fontenoy, but not in the Seven Years' War, went to the Peninsula in 1812, was retained at home from 1816 to 1882, and has played, as everybody knows, a gallant part in all our recent wars.

British Museum. A Guide to the Antiquities of Roman Britain in the Department of British and Medieval Antiquities. A Guide to the Fourth, Fifth, and Sixth Egyptian Rooms and the Coptic Room. A Series of Collections of Small Egyptian Antiquities which illustrate the Manners and Customs, the Arts and Crafts, the Religion and Literature, and the Funeral Rites and Ceremonies of the Ancient Egyptians and their Descendants, the Copts, from about 4500 B.C. to A.D. 1000. (2s. 6d. Printed by Order of the Trustees.)

These excellent publications are not intended for school use, but they will be extremely useful to any schoolmaster who wishes from time to time to vary his regular teaching by an address on the Romans in Britain or the life and customs of the Egyptians. Their very modest price brings them within the reach of all.

The Highbrows : A Modern Novel. By C. E. M. JOAD. (6s. net. Cape.)

Mr. Joad, in his Foreword, estimates his work with a dispassionate acuteness—"a sufficiently near approximation to the modern novel to be mistaken for one"—that prepares us for the cleverness and clearness of the book itself. Readers of modern literature will be familiar with a certain class of novel on which "The Highbrows" is, as it is intended to be, something of a satire. This purpose in it certainly prevents the book from being a novel in the ordinary sense, but perhaps it adds to the zest with which the author portrays his characters. Types that have challenged us at various stages of our academic life—the Boys' Club enthusiast, the would-be hedonist, the social reformer taking himself and his pleasures so seriously—suffer an amusing re-assessment in these pages. Particularly good is the scene in which easy-going old Mr. Pramp shows that he can talk as much philosophy as, and more common-sense than, most of the Highbrows.

MODERN LANGUAGE.

French Dictation : A Handbook for Teachers, with Sentences and Passages for Practice. By W. RIPMAN. (3s. 6d. net. Dent.)

Mr. Ripman has written a useful little book of hints and suggestions for teachers who make a practice of giving French dictation. He points out what are the commonest mistakes, in what region of the pupil's mind they originate, and how the learner may be assisted to guard against them. A large number of test sentences are given, and the left-hand pages are left blank for the teacher to add others. At the end of the book are a large number of passages for dictation.

French Verse : From Villon to Verlaine. By Prof. R. L. GRÆME RITCHIE and J. M. MOORE. (5s. Dent.)

This volume, say the authors in their Preface, is not an anthology but a collection of the most characteristic pieces of the greater French poets. Twenty-nine poets are represented in the 149 pieces. A few words of biography and criticism are prefixed to the works of each poet, and also a word or two of explanation of each poem. This last feature is novel, and we are not sure that it has very great value. Students who can read French verse can surely be left to discover the point of a poem for themselves. The compilers stick pretty close to the beaten track, but as a brief survey of French poetry their volume has value. The remarkable history of that poetry is curiously illustrated by the fact that 36 pages are given to the poets from Villon to Malherbe, 34 to those from Saint-Amant to Béranger, and 135 to the remainder.

Heath's Modern Language Series.—Vie et Œuvres de J.-J. Rousseau. Avec des Notes Explicatives. Par Prof. A. SCHINZ. (7s. 6d. net. Heath, New York.)

The work under notice forms a very useful popular introduction to Rousseau. Prof. Schinz's method is to narrate the author's life—in the earlier part of the book by means of extracts from the "Confessions"—pausing at each point when a book was written to describe that book and give long extracts from it. The result is a very good picture of the man and his writings. The work is not a critical one, as is frankly stated in the Preface. The notes, however, are scholarly, and students may find them

of value. One gets a good bird's-eye view of Rousseau, and we rose from the perusal of the volume with the feeling that the "Profession de Foi du Vicaire Savoyard" was the soundest thing that Rousseau wrote, and the "Contrat-Social" the most original.

PHILOSOPHY.

The Theory of Mind as Pure Act. By Prof. GIOVANNI GENTILE. Translated from the Third Edition, with an Introduction, by Prof. H. WILDON CARR. (15s. net. Macmillan.)

Gentile and Benedetto Croce are the recognized leaders of Italian idealism, a school of thought which goes back, through Vico, to the Sicilian learning of the great Frederick's days, but in its present stage is to be regarded as a development of Hegelianism. It is interesting to note that, like Croce, Gentile is an educationist as well as a philosopher, and has fought to rescue Italy from the *pedagogia scientifica* which takes its inspiration largely from the positivism of Ardigò. The present work is a brilliant summary of the main arguments of the school, and should for that reason be warmly welcomed in its English dress. Reality, according to Gentile, is not (as Hegel held) thought *thought*, but thought *thinking*: that is, it is an eternal activity of the universal, transcendental Ego, carried on through the medium of individual minds. From that position follow the doctrines about human experience and action, freedom, immortality, art, science and history, with which students of Croce are familiar—though Gentile expounds them with independent authority. Prof. Carr, whose luminous book on Croce is well known, has preserved in his translation much of the literary beauty of the original and has added a very helpful introduction.

All is One : a Plea for the Higher Pantheism.

By EDMOND HOLMES. (5s. net. Cobden-Sanderson.)

Like most men who have a message for their time, Mr. Holmes refrains from "spreading himself" over a vast number of topics. He prefers to concentrate with all his strength upon the few main truths which he believes he sees, and which he believes most other people do not see. Readers of "The Cosmic Commonwealth" may not find much that is new in the present volume; but they will find something, and, what is more, they will find a new emphasis placed upon certain parts of Mr. Holmes's philosophic teaching. After two chapters of preliminary explanation, we get seven chapters in which the great guests of the spirit of man are described—the guests of ideal truth, of ideal beauty, of ideal order, of ideal good, of ideal reality (God), of the ideal self, and (drawing all things together and making them one) of love. The writer seeks to show that the ultimate object of each of these guests is the living Whole, the All which is One; and this is his "plea for the higher pantheism." Incidentally he shows that the gods of Christendom and of Islam, gods who exist above and beyond man and Nature, fall short of this conception. The Christ ideal, "the good genius of Christianity," if only it could be freed from "the jealous, vindictive, partisan god of the Old Testament," would mean loyalty to "the pan-cosmic self," and would be the way of salvation for the mass of mankind. There is a good deal in the book with which one would like to join issue. Mr. Holmes's references to the conception of deity in the Old Testament appear, for instance, to miss the patent fact of development within the Old Testament itself. All the same, we have to thank Mr. Holmes for his continued insistence upon larger and nobler ideals than those provided by popular religion.

Philosophical Studies. By DR. G. E. MOORE. (15s. net. Kegan Paul.)

We are not sure that the same considerations apply here as in the case of the author's "Principia Ethica." The present book cannot be regarded as a philosophical text, made up as it is of ten more or less disparate papers, eight of which have already been printed in various philosophical magazines. The author feels that "some apology is needed for republishing them exactly as they stood." For he acknowledges that "some of the views expressed in the earlier ones are views with which I no longer agree." His excuse is that "the mistaken views in question are so embedded in the form and substance of the papers in which they occur, that it would have been impossible to correct them without practically substituting new papers for old ones; and that in spite of these mistakes the old papers, as they stand, still seem to me, on the whole, to say things which are worth saying in a form which, however defective it may be, I doubt my own ability to improve upon." He expresses special doubt about the propriety of reprinting unchanged the first essay, that on "The Refutation of Idealism." We certainly share his doubt. The friends who have advised him that it is useful to have the original text "for reference" surely forget that the pages of *Mind* for 1903 are still

available, and that a fresh statement of his views on this important subject cannot be held to be an exorbitant demand, after a lapse of nineteen years. Essays stand on quite a different level from a fixed text like the "Principia." They can scarcely be regarded as classics that it would be profane to change. The alterations made on the essay on "External and Internal Relations" are all to the good, and the same sort of thing might with advantage have been done elsewhere. The two hitherto unpublished essays—"The Conception of Intrinsic Value" and "The Nature of Moral Philosophy"—are very acceptable. Every philosopher of the high calibre and keen discrimination of Dr. Moore should be called upon every five years at least to produce a paper of the type of the latter of these essays, a paper addressed to people of high intelligence but with no training in technical philosophy. Our author stands this test extremely well, and those who admire his acumen and subtlety in the more technical contributions will be gratified to find that he is equally strong on the side of non-technical exposition. A preliminary essay viewing the whole field from this standpoint would add considerably to the attraction of the volume.

POETRY.

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We are grateful to the English Association for publishing a second series of "Poems of To-day." Many think that this age, with its upheaval of civilization and rapid growth of new ideas, resembles the Elizabethan in producing poetry which will live. Certainly we have here a glorious outburst of song, most of which has been written in the last decade, some actually on the battle-field; other poems are of remembered impressions of the war, and many of homely scenes which the violence of the war throws into greater relief. Trivial objects, small beauties of life, favourite scenes, were made more precious by the constant nearness of death.

There is a long list of authors here, seventy-two in number, fifty of whom were not represented in the first series. The versification varies from conventional rhythms to the unconventional, irregular lines which bring out so strongly the author's meaning. Thomas Hardy is represented by four well-known poems: "Friends Beyond," "Men who march away," "The Darkling Thrush," and "The Oxen." One of the longest poems is Maurice Baring's "In Memoriam, A. H.," which ranks with the great elegies of literature. Many are full of delightful, quaint fancies of childhood; Francis Thompson's "Ex Ore Infantium" is charming. We are glad to see that Prof. A. E. Housman's tiny "Epitaph on an Army of Mercenaries" is preserved, and that Ralph Hodgson's "Bells of Heaven," a little plea for ill-treated animals, finds a place here.

PSYCHOLOGY.

Suggestion and Mental Analysis: An Outline of the Theory and Practice of Mind Cure. By Dr. W. BROWN. (3s. 6d. net. University of London Press.)

This book falls comfortably into three parts: the first treats of Psycho-Analysis, in dealing with which the author wisely distinguishes between the psychology and the method; the second treats of Hypnosis, Suggestion, and Coué; the third concerns itself with the philosophical background as illustrated in the system of Bergson. The author is quite at home in the first two parts: in the third he is less happy. He is emphatically right in believing that Bergson's philosophy has a real connexion with the new psychology of the unconscious, but in the space available in this little book it is impossible to do justice to the big questions involved in the philosophical background. In the first part Dr. Brown is really remarkably successful in his brief exposition. Of the space at his disposal he has made admirable use. It is in the middle part, however, that he is at his best. His treatment of Hypnosis is individual and helpful. He ventures to differ from a great many of his fellow investigators, but has excellent arguments to sustain his various theses. The plain, wholesome man will rejoice in the assurance given that susceptibility to hypnotization is at its lowest in the normal healthy man. The treatment of Coué is just what it should be: full of respect for a man of remarkable gifts, and yet severely critical of his methods. A helpful conception is supplied by Dr. Brown's *autognosis*, a term he has invented to signify self-understanding. The more a man knows about his own spiritual processes the more likely he is to lead a spiritually sane life. Many of us have an insistent fear of the results of introspection and self-analysis, so we are glad to have Dr. Brown's assurance that real self-knowledge acts in quite a wholesome way. In fact, only the wholesome mind is capable of real autognosis. A striking feature of the book is the prominence

given to the idea of *curing* patients. So many books on this subject appear to take a delight in symptoms and causes to the exclusion of remedies, that one rejoices in a book like this where the recovery of the patient is put in the forefront.

The Intelligence of High School Seniors as Revealed by a State-Wide Mental Survey of Indiana High Schools. By Prof. W. F. BOOK. (11s. net. Macmillan.)

The name of Prof. Book is already known for his work in educational psychology, and his latest publication should enhance his reputation. It is based upon a "mental survey" of the senior pupils in the high schools of the State of Indiana. The tests of intelligence are not described in detail; for these the reader is referred to sources which experts only will need to investigate. Still, most readers will be satisfied to follow up the results of the inquiry, which include such interesting points as that the ablest pupils are not located by the high school, that the high school is not truly democratic, and that the high school is better adapted to the interests and needs of girls than to those of boys. Here is food for thought so far as America is concerned, and we should say at a guess that similar results would be found in our own secondary schools. It is fairly certain that we have not reached the point at which those who do best at school do best in later life: in other words, school occupations as at present devised are not a trustworthy test of intelligence.

SCIENCE.

Workshop Practice and Processes: Pattern-Making. By W. R. NEEDHAM. (2s. 6d. net. Blackie.)

This little book contains an excellent description of the materials and tools used in pattern-making. The author has also succeeded in giving clear and excellent explanations of the principles involved. Pattern-making cannot stand by itself—a knowledge of moulding is also necessary, and this has not been lost sight of. The book can be recommended strongly.

First Principles of Jig and Tool Design. By FRANK LORD. (3s. 6d. net. Blackie.)

The importance of jig and tool design has increased very greatly during recent years, and no engineering student can afford to remain in ignorance of the methods employed. The book before us will be found to be a very good introduction to the subject and cannot fail to be of service to all young engineers.

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This book is written to show the important part which chemistry plays in everyday life and industry. The uses in industrial chemistry of the simple laboratory processes, such as solution, filtration, and crystallization, are described, and the necessary modifications explained and illustrated. In a section on combustion, methods of steam raising, lighting and acetylene welding of metals are discussed, and such interesting subjects as the fixation of nitrogen, the commercial preparation of hydrogen for balloons and airships, are included. The book is written in an interesting way, and there are many illustrations, but in some cases the value of these is depreciated by insufficient explanation in the text. Many of the illustrations are photographs of the actual plant. Some corrections might be made in a later edition. Boyle was not a contemporary of Marlborough; it is very unlikely that ozone exists in air, either seaside or country; iron oxide and nitric oxide are insoluble in water, and on page 85, 1st line, "coal" should be "carbon." (Sir William Crookes spoke of the "Wheat Problem" to the British Association, not to the Royal Society). The book should be really useful for inclusion in a school library or for use as a reading book for boys or girls studying chemistry.

A Text-book of Geology. By Prof. A. W. GRABAU. In Two Volumes. Part I, General Geology; Part II, Historical Geology. (64s. net. Harrap.)

In view of the currency of the larger works of A. Geikie, Chamberlin and Salisbury, and E. Haug, with their abundant references to modern geological research, it may be asked if there was room for another text-book of the scope of that planned by Prof. Grabau. Yet we are grateful to a teacher of such experience for entering freshly on the field. At the outset he remarks that writers on geology have almost invariably treated of sedimentary rocks before the description of the igneous masses from which they have generally been derived. Though in our practical teaching we have long found it convenient to follow the rational order, yet a reference to our

(Continued on page 614.)

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See our August issue.

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OCCASIONAL NOTES.

IN the recently issued draft of the Regulations for Secondary Schools, 1922, the Board of Education makes it clear that while the present shortage of secondary school places continues it is determined that only those shall enjoy secondary education who are most likely to profit by it. In the past there has been much waste of time and effort due to two causes, late entry into the secondary school, and the shortness of school life. Both these points receive full attention in the new draft regulations. Authorities are relieved of any obligation to admit pupils, either fee-paying or free-placers, who have passed their twelfth birthday at the beginning of the school year in which they seek admission. Governing bodies may give preference to pupils who are likely to stay until at least the age of sixteen, and may exact an undertaking to this effect as a condition of admission. Furthermore, pupils who fail to make sufficient progress to justify their further continuance in the school are to be removed to make way for others who are capable of profiting by the education provided. In order to provide further accommodation for able boys between the ages of ten and eighteen, the Board empowers a school authority to refuse admission to pupils under ten years of age. It is further laid down that if pupils are admitted below the age of ten, such pupils must not be retained in the school after the end of the school year in which they become eleven, unless they pass the normal school entrance examination set to pupils of ten years of age. This regulation would seem likely to cause trouble if it is strictly enforced. It is difficult to turn out at the age of eleven a young boy who has attended the secondary school for three or four years. Where can he go? Probably he will find his way to some less efficient private school.

IN the section dealing with advanced courses, details are given of a new course in which Geography will be the main subject. It is left to the school to decide what subjects are to be studied along with Geography, the only conditions being that either History or a Science be included. This new course will be welcomed by many teachers who felt that Geography was being seriously neglected in the Advanced Course Regulations. With regard to the curriculum generally, the Board states that it has had under consideration the reports of the four "Subject" Committees, but that it is not prepared to lay down any hard and fast rules in order to enforce the recommendations made by these committees; the Board will be prepared to consider any well planned proposals which are placed before it. Most teachers will welcome this attitude, and rejoice that scope is thus left for initiative and originality. A short paragraph is added to the Grant Regulations, making it clear that the Substantive Grants will in future be paid only to schools not provided by a local Education Authority. As to fees, it is stated that, save by the special permission of the Board, fees shall be uniform for pupils of all ages.

THE published correspondence between Mr. Fisher and the Froebel Society, and the subsequent action of the London County Council with regard to the staffing of infant schools, undoubtedly leave a painful impression upon the minds of those best qualified to judge. During the past fifty years some of the finest educational work in this country has been done in connexion with the training of young children. Fortunately the infant schools never came fully under the desolating effects of "payment by results," and so the pioneers were free to draw their inspiration from Pestalozzi and Froebel, rather than from Robert Lowe—a distinction with a difference indeed! When one thinks of the trained infant-school teacher's careful preparation in child hygiene, knowledge of child nature, games, and physical training, story-telling, nature-study, drawing, handwork, and the intelligent teaching of number and form, not to speak of the management of large classes, one is ready to despair of Mr. Fisher's airy *dicta* on the whole subject. The most charitable supposition is that he is unfamiliar with the matter. He would be better worth listening to if he were talking about undergraduate instruction in history. Here he is surely out of his depth. The idea seems to be that a girl clerk after three months' training is good enough to teach infants, whereas the trained teachers of infants now leaving the training colleges may, for aught the authorities care, get posts as clerks. If Mr. Fisher had defended his procedure simply on grounds of economy, we should have partly understood him; but that he should defend it in principle is a sight which we did not think we should live to see.

A MEMORANDUM, drawn up by Mr. Spurley Hey, on the supply and the preliminary education of intending teachers in Manchester, has more than a local interest. As to the supply of teachers, Mr. Hey starts from the conviction that the present difficulties in the way of educational development will soon disappear, and that, as there is little hope of the success of such devel-

opment unless the elementary schools are efficient, an adequate and suitable supply of well-equipped teachers must even now be kept well in view. He recommends, *inter alia*, that the co-operation of elementary teachers, which practically ceased with the abolition of the old pupil-teacher system, should again be enlisted, and that that of secondary and central school head teachers should be secured. Maintenance grants should be more generous where there is necessity, and the conditions of service in elementary schools, apart from salaries, should receive attention. As to the preliminary education of intending teachers, one of the most important points to be determined is the real value of the student-teacher, year. Does the teaching experience gained really compensate for, and justify, the unfortunate breach of continuity in the student's own education, and in the influence of the secondary school upon his development? Would it not be better, in other words, that the training colleges should receive the sixth form, rather than the fifth-form product? If Mr. Hey or some one else could conduct a statistical inquiry into the careers of teachers who have never passed through the student-teacher stage, the gain might be great.

LOCAL AUTHORITIES may well be bewildered by the number of regulations issued by the Board of Education. If, however, these publications are not always easy to understand, it may be taken for granted that their object is to limit the expenditure of the Central Authority and increase the burden of the Local Authority. The regulations just issued do not appear to differ in substance from those previously in operation. That pupils must be in need of assistance to enable them to enter upon or to continue in attendance at a suitable course of education is insisted upon, and it is definitely ordained that expenditure on maintenance grants to pupils, in aid of whose maintenance grants are made by the Board under other regulations, will not be recognized. Training for the profession of teaching, compared with training for other professions, is inexpensive. At the same time, the grants to Training Colleges do not cover the whole cost of instruction and maintenance; consequently there are still a considerable number of boys and girls who qualify for admission to the Colleges, whose parents are not in a position to meet the relatively small fee payable. Local Authorities have made grants to assist students in their need, but in future such expenditure will not rank for "substantive" grant. And so far as we can discern, such expenditure will not rank for "deficiency" grant. If this is a correct interpretation of the regulations, it will be a serious blow to intending teachers whose circumstances are necessitous.

THE names of the members of the Departmental Committee on the School Teachers (Superannuation) Act have been published, and, in view of the task that lies before them, the records of some of them are interesting. Lord Emmott, the chairman of the Committee, as Director of the War Trade Department, and Mr. W. L. Hitchens, as a member of the Egyptian Ministry of Finance and Treasurer of the Inter-Colonial Council of the Transvaal and the Orange River Colony, have had considerable experience in public business. Lord Kenyon is Senior Deputy

Chancellor of the University of Wales, and Sir A. Holison Pro-Chancellor of Sheffield University and Chairman of the Council for University Superannuation, London. Sir W. A. Watson is the Government Actuary and Sir J. Struthers is the late Secretary to the Scottish Education Department. Sir Michael Sadler is Chairman of the Teachers' Registration Council. Messrs. H. R. Rathbone, G. C. Upcott, and D. Fraser, Miss S. E. Fry, and Mr. H. J. Simmonds complete the committee. With the exception of Sir J. Struthers and Mr. Simmonds, the former of whom, no doubt, will co-ordinate suggested modifications of the English Act with the provisions of the Scottish Act, none of the Committee has any direct knowledge of the actual working of the Act and its rules and orders, though several, notably Sir Michael Sadler, have some knowledge of and sympathy with teachers. Until recently, Mr. Simmonds was Secretary of the Pensions Branch of the English Board of Education, and is still attached to that Department. Though teachers will readily agree that they always found Mr. Simmonds sympathetic, there exists a strong feeling that the absence from the Committee of any representatives of the teachers themselves must weigh down the scales against them. This is especially so in the case of secondary school teachers whose anomalous position under the Act has resulted in much hardship and injustice and consequent irritation and resentment.

LAST year over £900,000 was expended in providing meals for school children, and the Board of Education recently announced in Circular 1273 that one-third of that sum only would be available for the present financial year. Local Education Authorities were requested to frame their estimates accordingly. The figures submitted, however, exceed the limit by some £138,000. Some Authorities, in whose areas unemployment is still very prevalent, have largely reduced their estimates, while others, under similar conditions, have maintained or increased them. The Board has decided, therefore, that unless the Authorities themselves take the initiative and further reduce their estimates, so much of the estimated expenditure will be disallowed for the calculation of grant as may be necessary to bring the total expenditure within the sum available. It is, of course, in the Boroughs and Urban Districts where the bulk of the expenditure is incurred. In the administrative counties the estimate for the current year is £41,000, as compared with an expenditure of £224,000 last year.

SIR RICHARD GREGORY, in his Presidential Address to the Educational Section of the British Association, defined Education as "the deliberate adjustment of a growing human being to its environment." He pointed out that teachers are prone to forget that the standards by which the results of scientific investigation are judged are not necessarily those of practical application. While we willingly pay tribute to the wisdom of the intellectual giants of the past, we should not let it control present thought or future policy. It is an astounding fact that although less than 3 per cent of the pupils from state-aided secondary schools proceed to universities, yet most of the science instruction in the schools is based upon

**Maintenance
Grant
Regulations.**

**Meals for School
Children.**

**Educational
and School
Science.**

**The Departmental
Committee on
Superannuation.**

syllabuses of the type of university entrance examinations. Teachers generally will welcome the inspiring plea which Sir Richard makes for a broader aspect in science teaching in schools. At present the laboratory determines the main extent of the teaching, and there is much to be encouraged in the advocacy of an additional and independent course in no way limited by the exigencies of practical work. Coherence is, however, essential, and geography may perhaps be looked to as a unifying principle, for it could provide the content of a humanistic science course. In another column will be found a more detailed account of Sir Richard's pronouncement on school science.

IT was due to Prof. Armstrong, ably backed up by Prof. Miall and Perry, that Section L (Education) was born at Glasgow in 1901. The Section was established with the object of devoting

The Majority of Section L.

attention to the introduction of scientific conceptions into every sphere of educational activity; to deal with the science of education and not merely with science in education. Whilst excellent work has been done in furthering this object, yet the Section has languished from time to time, owing to the inherent desire of the specialist teacher to follow closely the section dealing with his own particular subject. No more fitting tribute to the work of Sir Richard Gregory in the cause of science in connexion with education could have been rendered than his election to the presidential chair on the "coming of age" of the Section. Sir Richard has been a member of the Section since its inception, and as secretary and recorder he has always greatly influenced its activities. The Section indeed should become the medium for the issue of accepted authoritative views on educational practice, but it must first expand naturally by the growth of a body of past officers who retain their interest and continue their activity, and the attendance of leading representatives of all branches of the teaching profession.

THE revised regulations for Whitworth scholarships, which have just been issued, conform with recent practice in the award of similar scholarships in that the

Whitworth Scholarships.

graduate is catered for as well as the undergraduate. Instead of the old classification of scholarships and exhibitions, there are to be six Whitworth Scholarships of an annual value of £125, or more, tenable for three years, and two Whitworth Senior Scholarships of an annual value of £250, tenable for two years. There are also prizes to the value of £10 which may be awarded to not more than twenty-five competitors whose work deserves recognition. For the ordinary scholarships, a candidate must not have completed the twenty-first year of his age by May 1st of the year in which he competes, and the standard of the examination appears to be about the same as that expected under the old regulations. For the Senior Scholarships the age limit is twenty-six—except in the case of a candidate who served in H.M. forces during the war and who may deduct from his age a period equivalent in length to such services—and the standard expected is that reached by a graduate who has taken high honours in engineering. These awards, particularly the Senior Scholarships, rank among the most valuable of those now available to the engineering student, and there will be keen

competition for the privilege of describing oneself as 'Senior Whitworth Scholar.'

EXCEPT for the new grade, there is but little modification in the regulations, and we should like to be assured that the "proficiency in handicraft" of a successful candidate will be tested in as comprehensive and searching a manner as his knowledge of theory.

Proficiency in Handicraft.

There is a dangerous tendency to exalt theory at the expense of practical craftsmanship, and we doubt if the candidate who has only been "engaged in handicraft in a mechanical engineering workshop" for the bare thirty months specified in the regulations, would necessarily have been regarded as eligible by Sir Joseph Whitworth. The word "*may*" in the second line of qualification (d) might, with advantage, be altered to "*will*."

THERE has recently been some complaint of the high cost of education at public and preparatory schools.

It is said that £200 a year is too high a price to pay for the education and board of a boy or girl of nine for thirty-six weeks in the year.

Cost of Education.

It is undoubtedly high for a professional man who is poor on £1,000 a year if he has more than two children, and wishes to live an educated life. And what makes it harder is when the poor professional man, who wishes to give his children as good an education as he himself has had, sees that so many are educated for nothing and do not appreciate the education they receive. For, as a commercial race, we are apt to value at nothing what we receive for nothing. But what the critics of the cost of education should remember is that the increase is mainly due to the teachers receiving at last almost a living wage. Before the war no class, except curates, was so badly paid or so looked down on as the assistant master or mistress. We have not forgotten the town where the lavatory attendants were better paid than the masters, and the charwomen better than the mistresses. Now the teachers have obtained a fraction of what is due to those on whom the whole future of the race depends. It is ridiculous for the civil servant, the barrister, or the doctor, with his £1,000 a year to grumble at the £400 of the assistant master, who works often harder on work that is as important and more monotonous than that of most other professions. It is useless to try to persuade the fashionable public schools to reduce their fees when they have long waiting lists of the sons and daughters of the new rich, and the grant-earning schools are not in a position to reduce fees since they are under a statutory obligation to give free education to 25 per cent of their pupils. Of the two alternatives—reduction of salaries and reduction of fees—the former is inequitable and the latter apparently impossible.

SINCE the May science examinations of the Board of Education were discontinued some years ago, the work of students in technical schools has been tested by internal examinations or by the examinations of an approved local body such as a county examining board or the Union of Lancashire and Cheshire Institutes, and, under certain conditions, course certificates endorsed by the Board of Education have been awarded by the schools. Last session the Board made arrangements with the Institution of Mechanical Engineers and the

Science Examinations.

Institute of Chemistry, whereby the professional body undertook the responsibility of moderating the questions and assessing the marking of the papers, in the case of approved schools and local examining boards. Where the conditions (Rules 106 for Mechanical Engineering and Rules 100 for Chemistry) have been satisfied, a national certificate or diploma in mechanical engineering or a national certificate in chemistry or applied chemistry is awarded.

Technical Certificates. IN mechanical engineering a certificate of ordinary grade is awarded at the end of a three year part-time course, and a certificate of higher grade for a further two years' part-time course. Full-time students in mechanical engineering can secure an ordinary or higher diploma for a two or three years' course, while similar students in chemistry can obtain a certificate in chemistry for a three years' and a certificate in applied chemistry for a four years' course. Whatever defects attended the old Science and Art Examinations, their discontinuance has created chaos. The establishment of the new certificates is to be welcomed because it permits standardization without interfering seriously with individual freedom, while the association of a professional body with the work of the schools will increase both the intrinsic value of the certificates and the esteem in which they are held in industry. Whether the standard be high or low, it will at least be intelligible, and that cannot be said when each school awards its own certificate.

Certificates for Teachers in Schools of Art. IN our issue for January, we commented—in connexion with Rules 109 of the Board of Education dealing with the Board's Teaching Certificate for teachers in schools of art—on the great improvement which had taken place during the last decade in this branch of the teaching profession, and the far wider outlook which is now required from the art teacher than was formerly the case. The art student of the past devoted too much time to unintelligent copying; to "studying Raphael instead of what Raphael studied." The enthusiastic worship of the antique, which at the time of the Renaissance was a living force inspiring original work, had degenerated into a lifeless tradition in the schools, which not only failed to inspire a real understanding of and love for the classical masterpieces, but was also out of touch with the needs of the present day. The realization on the part of the authorities of the comparative sterility of our art schools led to an entire revision of the rules dealing with the Board's Teaching Certificate; and the keynote of the revised rules is struck by paragraphs ii. and iii. in the Syllabus for the Examination in the Principles of Teaching and School Management, which require that the prospective teacher should understand the relation of Art to the life of the individual and the community, its place in educational systems and its relation to Industry. It is also refreshing to read a condemnation of "the feeble repetition of moribund scholastic styles," and a recommendation that students should get motives for design and colour schemes from personal observation of nature.

THE revision of the Rules led inevitably to certain difficulties with regard to existing diplomas, and we are glad to see that in the Rules for 1922 these

have been dealt with. Holders of the Diploma of Associateship of the Royal College of Art, or the London University Diploma in Fine Art, may have an endorsement provided that they satisfy the requirements in respect of general education, physical fitness, professional training or teaching experience, and the passing of the examination above-mentioned. Any reform must involve some hardship for individuals, and in this case the hardship is probably as small as is compatible with the very radical change which has been effected.

Existing Art Diplomas. IN her presidential address to the Geographical Section of the British Association, Dr. Marion Newbigin took as her subject "Human Geography: First Principles and some Applications." Dr. Newbigin prefaced her address by remarking that geography had not yet received adequate recognition either in the Universities or in public estimation, and she considered that the time had now come for a determined effort on the part of geographers to convince the ordinary citizen that geography in its modern aspects is a subject of direct interest and value to him in his daily life. A study of the human response to the surface phenomena of the earth would probably appeal most strongly to the general reader, and the speaker emphasized this by discussing briefly the development of three types of civilization due to well-marked and distinctive geographical conditions, *viz.* the river valley type in Babylonia, and early Egypt; the Mediterranean type on parts of the seaboard of the midland sea; and the forest type of Central and Western Europe. Among many interesting suggestions contained in the address, feudalism was referred to as a kind of organization which permitted the clearing of the forests while fixing the cultivator to the land, and thus feudalism became an artificial device for rendering the population stationary, and enabling it to adapt itself to the local relief and associated phenomena.

The Elementary School Code, 1922. THE new issue of the Elementary School Code contains nothing of importance that was not to be expected from the march of events during the last three years. The most significant of the changes are those which follow from the familiar economy campaign. We are now told in set terms that the Board of Education will allow the employment, "in urban as well as rural areas, of women teachers, not possessing the academic attainments of certificated or uncertificated teachers, but suitably qualified for work in classes in which the majority of the children are under six years of age." We reiterate our conviction that, considering how slender may be the "academic attainments" of an uncertificated teacher, this provision is a source of danger to the schools and to the teaching profession, and that it constitutes a blot upon the Code. We note also, with misgiving, the Board's formally expressed intention to take action "where the general standard of staffing in an area appears to be unduly high in relation to present conditions." The Board used to complain of laggard local authorities. It seems now to be the turn of progressive local authorities to complain of a laggard Board, *i.e.* of a laggard State. We hope and believe that the country will before long waken to the fact that the schools are really in danger.

SCHOOL SCIENCE.*

By SIR RICHARD GREGORY.

THE essential mission of school science is to prepare pupils for civilized citizenship by revealing to them something of the beauty and the power of the world in which they live, as well as introducing them to the methods by which the boundaries of natural knowledge have been extended and Nature herself is being made subservient to her insurgent son. Acquaintance with scientific ideas and methods and applications is forced upon every one by existing circumstances of civilized life with its facilities for rapid transport by air, land, or sea, ready communication by telephone or telegraph, and other means by which space and time have been brought under control and man has assumed the mastership of his physical and social destiny. Science permeates the atmosphere in which we live, and those who cannot breathe it are not in biological adjustment with their environment—are not adapted to survive in the modern struggle for existence.

School instruction in science is not, therefore, intended to prepare for vocations, but to equip pupils for life as it is and as it soon may be. It is as essential for intelligent general reading as it is for everyday practical needs; no education can be complete or liberal without some knowledge of its aims, methods, and results, and no pupil in primary or secondary schools should be deprived of the stimulating lessons it affords. In such schools, however, the science to be taught should be science for all, and not for embryonic engineers, chemists, or even biologists; it should be science as part of a general education—unspecialized, therefore, and without reference to prospective occupation or profession, or direct connexion with possible university courses to follow. Less than 3 per cent of the pupils from our State-aided secondary schools proceed to universities, yet most of the science courses in these schools are based upon syllabuses of the type of university entrance examinations—syllabuses of sections of physics or chemistry, botany, zoology, and so forth—suitable enough as preliminary studies of a professional type to be extended later, but in no sense representing in scope or substance what should be placed before young and receptive minds as the scientific portion of their general education. Such teaching excuses the attitude of many modern Gallios among schoolboys caring "for none of those things." The needs of the many are sacrificed to the interests of the few, with the result that much of the instruction is inept and futile whether judged by standards of enlightenment or of stimulus. Exceptional pupils may profit by it, but to others, and particularly to teachers of literary subjects in the school curriculum, it often appears trivial or sordidly practical, and is usually spiritless—a means by which man may gain the whole world, but will lose his soul in the process.

This impression is not altogether unjust, and the teaching of recent years has tended to accentuate it. The extent of school science is determined by what can be covered by personal observation and experiment—a principle sound enough in itself for training in scientific method, but altogether unsuitable to define the boundaries of science in general education. Yet it is so used. Every science examination qualifying for the First School Certificate, which now represents subjects normally studied up to about sixteen years of age, is mainly a test of practical acquaintance with facts and principles encountered in particular limited fields, but not a single one affords recognition of a broad and ample course of instruction in science such as I believe is required in addition to laboratory work. I have not the slightest intention or desire to suggest that practical work can be dispensed with in the teaching of any

scientific subject, but I do urge that it becomes a fetish when it controls the range of view of the realm of natural knowledge capable of being opened for the best educational ends during school life.

It is now generally recognized that up to the age of about sixteen years there should be no specialization in school studies. The First School Examination was organized with this end in view, and seven examining bodies have been approved by the Board of Education to test the results of instruction given in (1) English subjects, (2) languages, (3) mathematics and science, which constitute the three main groups in which candidates are expected to show a reasonable amount of attainment. The number of candidates who presented themselves at examinations of the standard of First School Certificates last year was about 42,000; and of this number 12,500 took papers in sections of physics, 13,000 in chemistry, 11,400 in botany, 5,000 physics and chemistry combined under experimental science, 113 natural history of animals, 31 geology, and 3 zoology.

These numbers may be taken as a fair representation of the science subjects studied in most of our secondary schools, and they suggest that general scientific teaching is almost non-existent. Botany is a common subject in girls' schools, but the instruction in science for boys is limited to parts of physics and chemistry. The former subject is usually divided into mechanics and hydrostatics; heat; sound and light; and electricity and magnetism; and candidates are expected to reach a reasonable standard in two of these sections. They may, therefore, and often do, leave school when their only introduction to science is that represented by the study of mechanics and heat, and without the slightest knowledge of even such a common instrument as an electric bell, while the ever-changing earth around them, and the place of man in it, remain as pages of an unopened book. They ask for bread, and are given a stone. General science covering a wide field is practically unknown as a school subject, and even general physics rarely finds a place in the curriculum because questions set in examinations are, to quote from the Cambridge Locals Regulations, "principally such as will test the candidate's knowledge of the subject as gained from a course of experimental instruction." This condition reduces the range of instruction in such a subject as physics to what can be covered in the laboratory, and makes a general course impossible; for time and equipment will not permit every pupil to learn everything through practical experiment. Reading or teaching for interest, or to learn how physical science is daily extending the power of man, receives little attention because no credit for knowledge thus gained is given in examinations.

One or two examining bodies have introduced general science syllabuses covering the rudiments of physics and chemistry as well as of plant and animal life, but even in these cases most of the subjects must be studied experimentally, and no place is found for any other means of acquiring knowledge. The result is that few schools find it worth while from the point of view of examinations successes to attempt to cover such schemes of work. Moreover, no clear principle can be discerned by which the syllabuses are constructed. General science should be more than an amorphous collection of topics from physics and chemistry, with a little natural history thrown in as a sop to biologists. It should provide for good reading as well as for educational observation and experiment; should be humanistic as well as scientific. The subject which above all others has this double aspect is geography; so truly, indeed, is this the case that in the First School Examinations it may be offered in either the English or the Science group. Practically all the subjects of a broad course of general science are of geographical significance, inasmuch as they are concerned with the earth as man's dwelling place, and the scene of his activities. A school course which would cover all the science required for the study of geography conceived as a branch of knowledge concerned

* From the Presidential Address on "Educational and School Science," delivered to the Educational Science Section of the British Association at Hull, on September 7.

with the natural environment of man and the inter-relations between him and those circumstances would not only be educational in the broadest sense, but would also be the best groundwork for effective teaching of geography, history, and other humanistic studies.

It is impossible to be true to heuristic methods in the teaching of science so ably worked out by Prof. H. E. Armstrong and at the same time pay addresses to a syllabus. A single question raised by a pupil may take a term or a year to arrive at a reasonable answer, and the time may be well spent in forming habits of independent thinking about evidence obtained at first-hand but the work cannot also embrace a prescribed range of scientific topics. Yet under existing conditions, in which examinations are used to test attainments, this double duty has to be attempted by even the most enlightened and progressive teachers of school science. There can, indeed, be no profitable training in research methods in school laboratories under the shadow of examination syllabuses. Where there is freedom from such restraint, and individual pupils can be permitted to proceed at their own speeds in inquiries initiated on their own motives, success is assured, but in few schools are such conditions practicable; so that, in the main, strict adherence to the heuristic method is a policy of perfection which may be aimed at but is rarely reached.

The mission of school science should not, however, be only to provide training in scientific method—valuable as this is to every one. Such training does cultivate painstaking and observant habits, and encourages independent and intelligent reasoning, but it cannot be held in these days that any one subject may be used for the general nourishment of faculties which are thereby rendered more capable of assimilating other subjects. Modern psychology, as well as everyday experience, has disposed of this belief. It has now to be acknowledged that information obtained in the years of school life is as important as the process of obtaining it; that, in other words, subject matter as well as the doctrine of formal discipline must be taken into consideration in designing courses of scientific instruction which will conform to the best educational principles.

One of the functions of school science is to provide pupils with a knowledge of the nature of everyday natural phenomena and applications, and of the meaning of scientific words in common use. Instead of aiming at creating appreciation of scientific method by an intensive study of a narrow field, a wide range of subjects should be presented in order to give extensive views which cannot possibly be obtained through experimental work alone. The object is indeed almost as much literary as scientific, and the early lessons necessary for its attainment ought to be within the capacity of every qualified teacher of English. Without acquaintance with the common vocabulary of natural science a large and increasing body of current literature is unintelligible, and there are classical scientific works which are just as worthy of study in both style and substance as many of the English texts prescribed for use in schools. We all now accept the view that science students should be taught to express themselves in good English, but little is heard of the equal necessity for students of the English language to possess even an elementary knowledge of the ideas and terminology of everyday science, which are vital elements in the modern world, and which it is the business of literature to present and interpret.

So much has been, and can be, said in favour of broad courses of general informative science, in addition to laboratory instruction and lessons which follow closely upon it, that the rarity of such courses in our secondary schools is a little surprising at first sight. Their absence seems to be due to several reasons. In the first place, the teachers themselves are specialists in physics, chemistry, biology, or other department of science, and they occupy their own territory in school as definitely as Mr. Eliot Howard has shown to be the behaviour-rolutine of birds in woods and

fields. Natural science as a single subject no longer exists either in school or university, and with its division and subdivision has come a corresponding limitation of interest. No man can now be considered as having received a liberal education if he knows nothing of the scientific thought around him, but it is equally true that no man of science is scientifically educated unless his range of intellectual vision embraces the outstanding facts and principles of all the main branches of natural knowledge. It cannot reasonably be suggested that this general knowledge of science should be acquired by all if teachers of science themselves do not possess it.

Where such teachers do exist, however, they are compelled by the exigencies of examinations to conform to syllabuses of which the boundary lines are no more natural than those which mark political divisions of countries on a map of the world. All that can be said in favour of the delimitation of territory is that it is convenient; the examiner knows what the scope of his questions may be, and teachers the limits of the field they are expected to survey with their pupils. While, therefore, it may be believed that a general course of science is best suited to the needs of pupils up to the age of about sixteen years, examining authorities recognize no course of this character, and very few schools include it in the curriculum. Expressed in other words, the proximate or ultimate end of the instruction is not education but examination, not the revealing of wide prospects because of the stimulus and interest to be derived from them, but the study of an arbitrary group of topics prescribed because knowledge of them can be readily tested.

A third reason for the relative absence of general scientific education in schools is the demands which the teaching might make upon apparatus and equipment. Simple quantitative work in physics, chemistry, or botany can be done in the laboratory with little apparatus, and a single experiment may occupy a pupil for several teaching periods. To attempt to provide the means by which all pupils can observe for themselves a wide range of unrelated facts and phenomena belonging to the biological as well as to the physical sciences is obviously impracticable, and would be educationally ineffective. It is very difficult to devise a laboratory course of general science which shall be both coherent and educative; shall be, in other words, both extensive in scope and intensive in method. I doubt, indeed, whether any practical course can perform this double function successfully. Probably the best working plan is to keep the descriptive lessons and the experimental problems separate, using demonstrations in the class-room as illustrations, and leaving the laboratory work to itself as a means of training in scientific method or of giving a practical acquaintance with a selected series of facts and principles. The main thing to avoid is the limitation of the science teaching to what can be done practically; for no general survey is possible under such conditions.

As in art, or in music, or in literature, the intention of school teaching should be mainly to promote appreciation of what is best in them rather than to train artists, musicians, or men of letters, so in science the most appropriate instruction for a class as an entity must be that which expands the vision and creates a spirit of reverence for Nature and the power of man, and not that which aims solely at training scientific investigators. It should conform with Kant's view that the ultimate ideal of education is nothing less than the perfection of human nature, and not merely a goal to be obtained by the select few.

School science must have a broader outlook if it is to lie closer to the human heart than it does at present, and a common bond of sympathy is to be formed between all who are guiding the growth of young minds for both beauty and strength. So will the community of educational aims be established and the place of science in modern life be understood by a generation which will be entrusted with the task of making a new heaven and a new earth.

THE CONFERENCE ON THE SPIRITUAL BASIS OF EDUCATION.

THE remarkable Conference at Manchester College, Oxford, which was held from August 15 to 29, may be regarded as one of the most important educational events of the year. In the absence of the Hon. H. A. L. Fisher, who was engaged at Geneva on behalf of the League of Nations, the presidential address was read by the Secretary of the Conference, Mrs. Mackenzie. Despite the somewhat transcendental title of the Conference—one speaker declared that he usually found talk about spirituality to encourage loose and vague thinking—the papers were eminently sane and practical. Mr. Malcolm Thompson of the League of Youth gave an excellent address on the international work of university students federated to prevent future wars. Dr. Maxwell on the Foundations of World Citizenship, and Mr. Delisle Burns on the Organization of Peace were eminently practical and sensible.

Dr. Steiner has been described as a philosopher, man of science, teacher, thinker, and innovator. He is the author of several works that have a European reputation. In 1919 a wealthy industrial of Stuttgart gave him the opportunity of putting certain theories into practice, and he founded Waldorf, a co-education school, with a staff of teachers specially trained by himself. It began with 150 children of factory workers, and now numbers nearly 700 of all classes. Dr. Steiner still directs the school and is also director of the Goetheanum at Dornach, Switzerland, in which the training of teachers and general study of things spiritual are carried on. It is an article of his faith that things spiritual are best recognized in their fruits.

The lectures by Dr. Steiner might be summed up as a noteworthy plea for liberty for the teacher and the taught. The best possible programme, said the lecturer, drawn up by the twelve most distinguished educationists in the world, would not obtain the desired results if they minimized the teacher's individuality—the use of his powers in his own way. The teacher is an artist, and, like other artists, must use his gifts as best he can. And the liberty of the child is not easy-going indifference on the teacher's part, but direction based on correct knowledge of child nature, on the working of body, soul, and spirit. The yogi and eastern philosophers looked within for spiritual knowledge; the immense discoveries of natural science compel modern man to look without, to survey the whole field, to deduce right methods from adequate knowledge. One of Dr. Steiner's lectures dealt with the distinction he draws between soul and spirit. The real soul is not visible, we perceive its manifestations through the spirit. In walking we leave footprints on soft soil and it is evident some one has passed. Even so the soul makes its imprints on the body by the spirit, which is active and creative. Spirit is therefore not the mind or intellect which is passive. A productive, active, creative reality lies behind mind; the soul manifests itself through spirit. It is as different from the spirit as the mirror-image of a man differs from the real living personality. Our conception of spirit is not deep enough, we attribute too much to mind or intellect. The great achievements of natural science scarcely touch the spirit, which yet is the basis of all reality. It is for the teacher to grasp the whole human being, body, soul, and spirit, and this demand meets him again and again. The subconscious works in the child, the teacher must work with conscious knowledge.

Child life may be divided into three great periods:

(a) From birth to the age of seven or change of teeth. He observes his surroundings, imitates all around him, builds his new teeth and body. He is all sense-organ, and requires an immense amount of sleep to rest from his great task of sensing the world and body-building.

(b) From the change of teeth to puberty the child is of school age and falls under the teacher's influence. He needs a mediator between himself and the external world. The teacher must not have the sense of his own cleverness,

but rather realize that he is stupid and the child clever. It is pre-eminently the age of soul-development and the more the teacher realizes this, the better will he teach. He must work as an artist, know his material, deal with it in an inspired way, teaching by mental pictures. Remembering that growth covers the whole of life, he must leave the child to make his own connexions; he must not overlay the child's mind with finished logical thoughts, but present the world pictorially and imaginatively.

(c) At fourteen or so the child has reached the period of logical understanding, mind or intellect takes a greater place. Intuition is necessary to understand the first phase; inspiration is necessary for the second or soul-period; whilst to educate the adolescent, the teacher must have spiritual sympathy and must bethink himself that some of the children before him may possess abilities surpassing his own. It is his task to help the child to build a strong, healthy body, so that physique be not a hindrance in after life. Dealing with the physical, Dr. Steiner showed how injurious it is for an infant to be with anxious, careworn persons, since he unconsciously absorbs their attitude to life, one that has an injurious effect on the bodily organs, and is apt to develop stunted kidneys. When the memory is overloaded in childhood, a tendency to gout or rheumatism may appear in later life; when it is insufficiently exercised, an inflammatory condition of the blood may result between sixteen and twenty. It is for the teacher to give effect to what physiology and psychology teach us.

The soul expresses itself in three great faculties: thinking, feeling and willing, and the spiritual knowledge of man depend on a right perception of this. Over thirty years ago Dr. Steiner saw it was an error to attribute all these faculties to the nervous or head-system. Only thinking is directly related to it; feeling is related to the rhythmical processes, to breathing and the pulsation of the blood. The will is directly connected with the metabolic, assimilative and limb-moving processes. These two last, the rhythmical and digestive processes, can throw a picture up into the brain, but feeling and will do not originate there. This is the A B C of that science of man which the teacher needs; he will be able to interpret rightly blushing, pallor, quickened breathing, &c. With correct knowledge, he will focus the microscope and see clearly what was blurred and confused. Mental conceptions can be rapid and complete; the things of the spirit are often very slow. Teachers must accept the labours of others in this field, just as many astronomers accept the transit of Venus without having observed it themselves.

Dr. Steiner had much to say on how writing should precede reading, on how arithmetic should be taught in order to evoke the social sense, on the age at which different subjects should be begun, on dividing large classes by sorting the children according to temperament.

The lectures (in German) were heard with marked and impressive attention and translated in sections by Mr. Geo. Kaufmann, M.A. (Cantab.); at their close a resolution was unanimously passed to form a society for the purpose of founding schools on the lines indicated and of helping to spread Dr. Steiner's ideas in existing institutions.

C. S. BREMNER.

[A verbatim report of these vivid and inspiring lectures will be published shortly and can be obtained at the offices of the Anthroposophical Society, 46 Gloucester Place, London, W. 1.]

MISS ISABEL DICKSON, whose death is reported, was the first and only woman Assistant Secretary in the Civil Service. A native of Scotland, Miss Dickson was educated at St. Andrew's and Girton College, Cambridge. For the last seventeen years she had been in the Civil Service at the Board of Education. She was one of the first women to be appointed an inspector of schools, and the first woman to be an inspector of training colleges. She was appointed Assistant Secretary at the Board of Education in 1919.

REMINISCENCES OF AN EX-HEAD MASTER.

BY "RUDE DONATUS."

V.

OF OLD BOYS.

THE School's most important asset. They can make it or mar it. A Head who does not understand this from the first has not learnt the alphabet of school keeping; but it is not an easy alphabet. He must set himself to learn it. He must learn it if he would be not merely a school master but the Master of a school. The goodwill of senior members of the school can be easily lost; and once lost it is almost impossible to regain. In fact, it is scarcely too much to say that if a Head cannot collect round him and keep the friendship of old boys of the school he had better pack his portmanteau and clear out. It may be that he will keep the school going, but he will be changing its *modus* yearly and quite surely. The name remains but the thing is gone. Nor is it good to over exaggerate the difficulties. If the Head has common sense and a grain of humour he has only to be perfectly natural and he will find his efforts met half way. But it is an anxious time until he has, so to say, paid his footing among the old boys. They do not demand impossible things, but they do demand a welcome—a hearing—and an invitation to come again. The rivalry between public schools on the same level is very great, and in normal times there are barely enough boys to go round. One sure source ought to be the sons and grandsons, the nephews, and friends of "former members" of the school. Once a member, always a member—and none are more truly members than those who have passed beyond the early years and can look back upon their school days. What, then, should the Head set himself to recognize and to do? Amongst other things he must classify the old boys, and classify them roughly by "anno domini."

There are—by a rough generalization—three stages, *viz.* the patronizing—the human—the reminiscent. The first is the most difficult to deal with wisely; and as he feels a wariness in his attempts he must say to himself, "It will pass: he will grow older and more human." When those who have but lately passed into the outside life come back to visit their school and those whom they remember perhaps too well, the Head—until he has experience—is bewildered by the certainty, the cocksureness, the self-sufficiency of the very young men. They know so much and talk so loud. It may even be that their clothes are offensive, and the Head longs to tell them so. He must recognize that their enthusiasm for their new life is certain to have an effect upon the way they think of their school. But if manners rub and voices grate; if the young men are over emphatic about what ought and ought not to be done; if they complain of changes for the worse in "my old house"; if some privilege be taken away here and a new one granted there; if "rags" at accustomed dates are no longer winked at; if the cult of the athlete is somewhat lost; if an unheard of desire for things intellectual surprises them in their visits, they do not scruple to give their opinion that "the place has gone down in the last year or two." None the less, let not the Head lose heart or temper. These young men have a very real love of the place which held them for five or six of the best years of their life: they have a zeal even if it be not altogether according to knowledge. A jest—even a very bad one—if the Head attempts it—will be more than welcome, and those glorious young fellows will go away and say that "there are some rotten changes—but the school's all right and the new Head not half a bad sort." And so they grow older in years, and the Head grows older in the school life. He is more sure of himself and they pass into the "human" stage. They have now a truer perspective, and have rubbed against many sides in the world. Self-sufficiency has a good deal gone by the

board: many of them have married and have heard some wholesome home truths: most are absorbed in the duty of making both ends meet and have no time for fooling. So when they pay their infrequent visits they can talk with the Head as man with man and can give him very real help. He can make them feel that they are no strangers in a foreign land, but that he is on the look out to make them at home, to listen and to learn. Moreover it may well be that they can give him many useful hints about the way the school is talked about, and this not by way of gossip but with the true desire to help the place to which they owe very much. These are the men who are looking forward to sending their sons in due course to their old school, and they go a long way to reduce the Head's anxiety for the future. It may seem thankless to class the seniors, those who are slipping down the hill, as those in the reminiscent stage; but the wise Head has a special welcome for such. The dark spots in school life are forgotten—the gold remains. If anecdote follows anecdote, and one vies with another about former days, it is all to the good. These sires of old will think little of you as compared with the Head of their time—and in all probability quite rightly; but they are ready to suffer fools gladly for the sake of the times gone by; and they are so very easily pleased. You must give them time—they must not be hurried. The sin unpardonable is to look at the clock.

Are these generalizations unfair? Certainly they are incomplete and the classification is faulty. There are cross divisions. Who cannot think of young men who are of the salt of the earth—who have done good in their generation, and who, when they come down to see you, are just the same—unassuming, whole-hearted in their desire to help, and capable of helping—witnessing to the greatness of youth and the goodness that has grown with years? Or who can estimate the harm done to his school by one who thinks that he has knowledge and is ready to criticize, who, in his club armchair, or in the train daily to his business, talks and gossips and repeats what is probably an untrue tale, and even if true, one which an "old boy" who has no longer the excuse of youth, may well keep in silence? Simeon, son of Gamaliel, was wise when he said, "Whoso is profuse of words causeth sin."

In considering what helps the Head much in his relations with old boys, there comes the thought of the joy there is in meeting one whose interests in the past have been the same as yours. Perhaps you find that you have been on the same cricket or football tour in days past: you have fished the same river, climbed the same mountains; you have learnt the trick of the same golf course. Whatever it be, the Britisher is still an outdoor animal and loves to meet men who have gone over the same ground. If the Head has been fortunate in this, he has many ties with this old boy and with that. They have some healthy bonds between them: in their correspondence there is a freshness and a want of restraint which is good on either side. And the word "correspondence" suggests one last "jotting." It is needful to be unwearied in writing. With "old boys" it is just everything if the Head thinks it worth while to answer letters from them not perfunctorily but *con amore*. There is no surer way to retain the interest of the elders, and no trouble is too great to find time and inclination to write fully when you write at all. It means, very often, loss of leisure in the term and also in a holiday. In fact the holidays are well spent in the school's interests when the Head sets himself to gather up that which the term has perforce left undone. Young and old, they all welcome a letter. It is a compliment and more than that. It is one of the cords of a man wherewith to draw them.

DRAWING PRIZES.—At the recent examinations conducted by the Royal Drawing Society, 18 Queen Anne's Gate, Westminster, S.W. 1., there were some 90,000 candidates from 1,258 schools in the British Empire. In the British Isles, there were seventy-four prize-winners ranging in age from eight to eighteen years, and in addition sixteen special prizes were awarded

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DR. SOPHIE BRYANT.

WHEN Mrs. Bryant more than forty-five years ago was a young mistress in the Frances Mary Buss School some of her sixth form girls used to call her Urania—the heavenly muse. It was not only that she taught them mathematics and astronomy; they felt that she had a spiritual quality like a being from a higher world; she gave them something heavenly, pure and strong and simple like herself. So she was to the end; always somewhat apart, living from an inner source of power, thinking her own high thoughts, loving truth, and that in its most abstract forms, devoted to noble ends. She was like the old Irish saints and heroes whose stories she loved to tell: her nature was like the clear light “on the fair hills of holy Ireland.”

Fortunate indeed was the school that had her as an inspiration; Miss Buss and she worked together in a beautiful fellowship, and much that was done there after 1876 was the result of this happy combination of different types who trusted and completed each other in education. Mrs. Bryant believed firmly in the value of mathematical study; in science; in training of teachers; in the selection and careful preparation for examinations of the able girls; in games and physical training; in home life, where she herself set such an example of dutiful affection and self-sacrifice. She took for granted the equality of women and men in the realm of study, as in citizenship; innate and natural, too, for hers was the old-fashioned “godliness” that goes with “good learning,” the moral and religious education centred round Holy Scripture to which she gave her last years. Because she cared for all these honest and lovely things she worked for the political causes that were dear to her, so far as her time allowed, advocating Home Rule publicly in Gladstonian days. But she had no gift for the arts of the politician, and was neither worldly nor ambitious.

As a teacher she had an extraordinary power of developing the mind and spiritualizing the aims and character of certain pupils. Her mathematical lessons were wonderful because she knew and cared for mathematical truth; one caught interest and knowledge from her. She made the best things worth while; one had to live at one's best because she took it for granted. She was never violent or harsh; that was never necessary. The efficacy of the great Christian principle, “force is no remedy,” was shown in all her pastoral work as a teacher. Reason, sympathy, courage, will; these were the qualities she fostered. No one can help every type of pupil; and there were some who did not feel her influence. But we who did have been different all our lives through it, and shall be. Yet all was with such exquisite simplicity and singleness of heart; a dignity and reserve that seemed to belong to her widowed state and her high intellectual distinction raised her above the ordinary ways of school life. Besides the direct work she did at the Frances Mary Buss School, in the foundation of the Cambridge Training College for women, on Committees and Commissions, and through her books—no small amount—she has had a far-reaching indirect influence through her pupils. At the Head Mistresses' Conference (to speak of one type only), one saw them gathering round her as if they, grey-headed women each of importance in her own sphere, north, south, east, and west, were girls again, eager to catch words of wisdom and encouragement from her as of old. How many owed all that was best in their lives to her!

Her Hampstead home was for many years the centre of a delightful social life in her Sunday afternoons and yearly garden parties; she had many friends from different worlds—professors, cragsmen, artists, M.Ps, agitators, Irish gentlewomen, musicians, besides her old girls and colleagues. During the war she was an active member of the organization of Irish ladies to help Irish regiments, and followed the deeds of their men with pride. Almost her last public work was with the Institute and Girls' School in the Hampstead Garden Suburb.

She lives in the memories of those who knew and loved her—teacher, patriot, and saint. S. A. B.

Sophie Bryant was born on February 15, 1850, in Dublin, the daughter of the Rev. W. Willock, D.D., a Fellow of Trinity College. She spent her girlhood in Co. Fermanagh, being taught mathematics along with her brothers by her father, himself a scholar. She was the first girl to win distinction in mathematics in the Senior Cambridge Local in the sixties, and coming to London, won the Arnott Scholarship at Bedford College. Her marriage with a physician, Dr. Hickeys Bryant, followed, but she was soon left a widow. In 1875 Miss Buss persuaded her to become a teacher of mathematics in the North London Collegiate School. When the London degrees were opened to women, Mrs. Bryant began at once to work for matriculation, carrying on her teaching meantime, and took the B.Sc. degree with honours in mathematics and moral science. In 1884 she became the first woman D.Sc. in philosophy; later Trinity College gave her an honorary Litt.D. In 1895 she succeeded Miss Buss as Head Mistress, and retired in 1918 after more than forty-three years continuous service. During this time she also served on many public bodies, the London Education Committee, the Senate of the University of London, the Bryce Royal Commission for Secondary Education (1894-1895), the Consultative Committee, and of course the Executive of the Head Mistresses' Association, of which she was President, 1903-1905, and the 1922 Conference, of which she attended as an honoured associate member. In the vacations she often went mountaineering, first on rock in Westmoreland, and then in the Alps, where she twice ascended the Matterhorn. Her published works include, besides an early novel and volumes of educational essays, “Celtic Ireland,” “The Teaching of Morality,” “Short Studies in Character,” “The Teaching of Christ on Life and Conduct,” and “How to Read the Bible.” A book on the Brehon law of ancient Ireland was her last winter's work. On August 14 this year during a holiday walk alone she lost her way on the lower green slopes of Mont Blanc, fell from a height, and became unconscious. A fortnight later her body was discovered, and buried in the Chamonix cemetery, among the mountains she loved so well.

PERSONAL PARAGRAPHS.

OLD pupils and masters of Dulwich College will be deeply grieved to hear of the sudden death of the Rev. Arthur Herman Gilkes, vicar of St. Mary Magdalene, Oxford, and formerly head master at Dulwich for almost thirty years. Educated at Shrewsbury School, he obtained first-class Lit.Hum., from Christ Church, Oxford, in 1871. He was appointed head of Dulwich in 1885, after having been a master at Shrewsbury for twelve years. Mr. Gilkes had an inveterate dislike for corporal punishment, and has been described as the “head” without a cane. He was deeply loved by all his pupils, to whom he was an intimate and charming friend no less than a head master. He resigned the headship in 1914 on reaching the age of sixty-five, and worked as a curate in Bermondsey until he went to Oxford. He wrote many books, among which are “The New Revolution,” “Kallistratus,” “Boys and Masters,” and “The Thing that hath Been.”

MR. H. W. LIDDLE, the new head master of the Bedford Modern School, was educated at the Royal Grammar School, Newcastle-on-Tyne, and Downing College, Cambridge, where he graduated second class Hist. Tripos in 1909. He was successively a master at King Edward VI School, Aston, Birmingham, and King Edward VII School at Sheffield, teaching at both schools on the modern side. When the war broke out he was given a commission in the

(Continued on page 640)

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16th Rifles, and was afterwards a prisoner of war in Germany. Returning to England in January, 1918, he became house master of Clifton Manor at St. Peter's School, York.

MR. DESMOND COKE, M.A. (Shrewsbury School and University College, Oxford), who has been appointed Vice-Master at Clayesmore School, Winchester, served during the war as Adjutant to the 10th Loyal North Lancashire Regiment. When invalided out of the army in 1917, he accepted a house mastership at Clayesmore. Captain Coke is a well-known novelist and writer of boys' books, one of his best known stories being "The Bending of a Twig," a tale of Shrewsbury School, of which at one time he was captain.

MR. SIDNEY WELLS has retired, under medical advice, from the position of Director-General of Technical Education in Egypt, which he has held for fifteen years. Mr. Wells was formerly Principal of the Battersea Polytechnic. During the war, in addition to his educational work, Mr. Wells acted as Director of Civilian Employment for the Egyptian Expeditionary Force. For his services he was mentioned in Lord Allenby's dispatches, and in 1919 was awarded the C.B.E.

MR. G. F. HOWELL has been appointed head master of King Edward VI Grammar School, Morpeth, in succession to Mr. G. D. Dakyns, who resigned last term, after twenty-six years' tenure of office. Mr. Howell is an old boy of St. Olave's Grammar School, and graduated with second class Classical Tripos from King's College, Cambridge, in 1911. He has been a popular classical master at Northampton School for many years.

MR. H. N. P. SLOMAN, head master of Tonbridge School

in succession to Mr. C. Lowry, was educated at Rugby School and Balliol College, Oxford, where he gained first class honours. After four years' experience in teaching at Radley College, he was appointed head master of the Sydney Grammar School, New South Wales, at the early age of twenty-eight. He returned to Rugby as head of the Modern Side and the Modern Sixth last year.

ONLOOKER.

CORRESPONDENCE.

SCHOLASTIC LECTURES.

To the Editors of The Journal of Education and School World.

SIRS,—I write on behalf of a body of teachers (of whom the late Prof. Churton Collins was once the leader and chief ornament) who have done valuable educational work, and are now threatened with extinction. I refer to the Lecturers at private schools for girls. Their vocation was an adaptation of the University Extension lectures to private schools, which were thus given the benefit of university instruction.

The Board of Education has decided that schools, where pupils do not pass certain specified examinations, *will not be "recognized"*; and, after three years, will not be allowed to have pupils over fourteen years of age. The result of this regulation will be that such schools will, in most cases, be obliged to close; in fact I believe some have actually closed already. Further, weekly lectures are to be treated as a luxury, and made to give way to concentrated tuition with examination aims.

What the Inspector's instructions are in this matter is clear. Though no fault whatever is found with the lectures "inspected," lady principals are told that "the lectures must be dropped." The result is that lecturers are being informed that their services are no longer required. I know of a case where a lecturer was lately dismissed from a school at which he had been lecturing for

(Continued on page 642)

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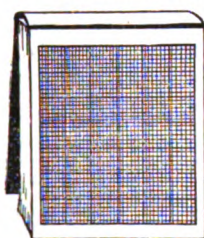
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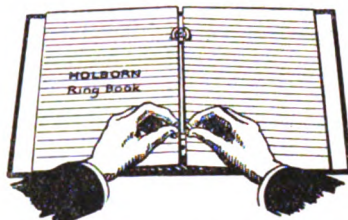


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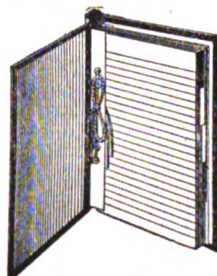
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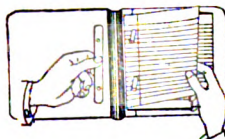
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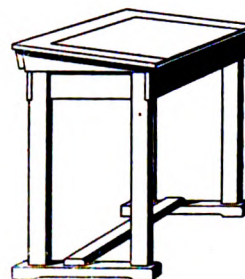


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more than twenty years. And lecturers who have been visiting Brighton, Eastbourne, and other provincial towns, now do so no longer. Thus, by a stroke of the official pen, their calling—in which they have invested the best of their time, toil, and money—is abolished, and themselves (many past middle age) cast adrift on the labour market.

If preparation for examinations were really more educational than lecturing, one would not have much right to complain; because the change would be for the general good. But is it? Before lecturing at private schools I had many years' experience of Army and Civil Service coaching work; and I was a master for several years at one of our great public schools; I say distinctly that the examination results furnish no test at all of good education. At our great public schools there are always some very clever boys; these are coached and exploited, and do wonders at the University; but the other 80 or 90 per cent. of the pupils are left to themselves, and most of them leave school exceedingly ignorant. I have had charge of boys (from the neglected 80 or 90 per cent.) from Eton, Harrow, Rugby, Winchester, Westminster, Marlborough, Cheltenham, &c., and, in the vast majority of cases, I have found the results the same—colossal, almost incredible ignorance.

Amongst girls in like manner, there will always be a few in a school who can pass the specified examinations; but their success is no test whatever of the educational efficiency of the rest of the pupils. The Board of Education does not interfere with our great public schools, but unfortunately it is doing its best to kill the private schools, on the principle, I suppose, that the State is capable of managing everything better than private enterprise.

I am, Yours truly,

August 24, 1922.

AVARY H. FORBES.

BOTANY GARDENS AT THE JAMES ALLEN'S GIRLS' SCHOOL.

To the Editors of *The Journal of Education and School World*.

DEAR SIRs,—As the one responsible for the initiation and carrying on of the Botany Gardens of the James Allen's Girls' School, may I be allowed to call attention to a misconception in the "Occasional Notes" of the September issue of *The Journal of Education*?

It is stated, in a notice of the report of the Botany Gardens of the James Allen's Girls' School recently issued by the Board of Education, that "the Botany has certainly gained immensely from the school point of view from being taught continuously, but the hour a week for three years which is all that is given to the other sciences does not permit of the covering of much ground in these subjects."

The report on the Botany Gardens of the James Allen's Girls' School was written by me in 1915, but the publication by the Board of Education was deferred by reason of the war (see Prefatory Note). The science time-table given in the report was that of the year 1914-1915, but a note was added to page 46 that "since 1915 the work in chemistry has been substantially extended."

At the present time, of the Forms below the Sixth Form (the Post Matriculation Form) the two Fourth Forms have one hour and twenty minutes each a week for elementary chemistry and physics, and the Lower Fifth two hours for chemistry. In the Middle Fifth and Upper Fifth (Matriculation Form) all the girls who wish to take chemistry have two hours and forty minutes a week in each Form.

I am, sirs, yours faithfully,

LILIAN J. CLARKE, D.Sc., F.L.S.

James Allen's Girls' School,
East Dulwich Grove,

September 19, 1922.

We learn that in the Open Championship Contests held under the auspices of the National Shorthand Reporters' Association at New London, Connecticut, in America on August 24th, Mr. Nathan Behrin (using the Pitman system of shorthand) in the 200, 240, and 280 words a minute tests, each of five minutes' duration, attaining an average of 99½ per cent accuracy, was awarded the Association's Shorthand Championship Trophy.

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SUPPLEMENTARY AIDS TO CLASSROOM WORK.

X.

MUSIC.

BY ETHEL HOME,

Head Mistress of the Kensington High School, G.P.D.S.T.

A SPEAKER at one of the recent educational meetings said that "the knell has sounded of classroom teaching." In olden days a reproach often levelled at the teacher was that he did not "teach" enough. He is now told that he "teaches" too much, and that the class lesson should be regarded chiefly as an opportunity for learning the minimum technique of the subject necessary in order for the pupil to work alone; in other words, that the lesson given in class should aim at teaching how to handle tools. It is admitted that it must also provide the necessary stimulus for good work, but the teacher is urged to train his pupil not to rely on his master's supervision at every step of his progress; he is to try to find out, by degrees, his own mistakes, and must exercise his own powers on his own behalf.

The newer methods are clearly visible in the present tendency of musical teaching in schools. During the last hundred years the music master has slowly, but surely, been changing his status. He began by being tolerated as the arbiter on the rules of technique of his instrument, which was generally the piano. He was then asked to supplement his teaching by giving lessons in harmony to the more musical pupils. Then—sad day for the sensitive, retiring artist—he was expected to teach class singing to large sets of fidgety, active young people, who were not in the least interested in the lesson, who were delighted to find that their master did not even know their names, and who therefore regarded the song class as a

heaven-sent opportunity for getting through a vast amount of private correspondence, which was answered by the recipients on the spot.

The voice of the reformer was then heard in the land. Giants of the calibre of John Farmer declared that our ideals in music teaching were all wrong. He said that the instrumental work should be organized on different lines, that folk and classical music should be the foundation of the instruction, that it was necessary to distinguish between a piece suitable for study and that destined for performance, that short lyrical pieces should supplement the severer type of work. Above all, he insisted that good unison songs of the national type should form the larger part of the *répertoire* of the song class. Children had a right to their national inheritance, and the plaintive ditty written by the village organist must give way to "Rule, Britannia" and "Come Lassies and Lads."

These healthy breezes brought a fresh life into the jaded musical atmosphere of schools. New vigour was infused into the teaching of music, and the schools fortunate enough to secure competent teachers in sympathy with these ideas soon produced an interesting crop of results. The number of boys and girls who "liked music" was noticeably greater than before. When such pupils grew up they joined choral societies, they attended classical popular concerts, they took part in the discussions on the heretic Wagner, they had "their views" on Brahms.

But another reform was in the air. A persistent voice was heard—it murmured in corners—it threw out vague hints in articles—and at last it proclaimed its message in the market-place. "Music is a *language*. Why is it not taught as such?"

"Explain yourselves!" said the teachers. "We teach songs to all our pupils. As for the instrumental side of music, it is an accomplishment, nothing more! Many of the pupils who learn to play are not gifted, and the majority drop their instrument on leaving school. Music does not rank as a language, and cannot be taught as such."

The prophets begged their opponents to consider the function of all art in the world. "Does not life," said they, "depend on the expression of ourselves in relation to the community? Is not self-expression a universal instinct, a force that cannot be suppressed without grave danger? And is it not true that all Force, when deprived of a natural outlet, breaks down the barriers sooner or later and revenges itself on the community? Finally, is not art as much the language of the artist as words that of the ordinary man?"

"True," said the perplexed teachers, "we quite see that the gifted musician must be allowed to express his thoughts in terms of music. But the average child is not gifted in this direction. How can he be taught a language which is not his natural means of expression?"

"Are you sure that some degree of expression by means of music is not natural to human beings?" retorted the prophets. "Savages have their battle-cries and their tom-toms. Have you ever listened to a baby crooning to itself? Do boys never whistle tunes in the streets? Do not soldiers march better when a band goes with them? Does not music enter into countless social activities?"

"If so, music says something of importance which cannot be said in other ways, and is necessary to the human race; it therefore ranks as a language, and should be taught as such."

"We do not mean that every pupil is going to be a composer of note, any more than we expect him, as a matter of course, to become an historian, a scientist, or even a traveller. Yet you teach him history, science, and French, and these are compulsory subjects in a good general education. Why is music not treated in the same way?"

"But," said the harried teachers, "music will have to produce such different results if it is to count as equal in importance to other subjects. We shall have to alter all our schemes of work. Is it worth it? Think of the number of pupils who dislike learning music!"

"Exactly!" answered the prophets, "and that is what we now want to talk about. Why are children taught to speak, write, read, and understand their mother tongue, and yet they can only sing or play set pieces of music? Is it impossible for the average child to sing and play *at sight*? Many boys and girls would far rather do this fluently on leaving school than be able to perform a certain number of well practised pieces. Again, is the *dictation* of musical phrases more difficult to cope with than that of sentences in the mother tongue? Think how nice it would be if we could all jot down the chief themes in the music we hear performed! And is it asking too much to expect some intelligent *understanding* of music when we hear it? Sonatas have plots, which are quite as interesting as those of novels. And lastly, is it really impossible," and the voice dropped to an ironic whisper, "is it quite out of the question for children to *improvise melodies*? They improvise sentences in their mother tongue, and in French or Latin, can they not be encouraged to do so in music?"

For a long time the prophets were frowned down. Scorn was poured on the phrase "Music as a language." The fallacy was repeated again and again that an understanding of art is a gift of the few, not an instinct of the many. The music teachers declared that, provided children play good music, sing good songs, and take a moderate interest in going to an occasional concert, it is as much as can be expected.

But the prophets would not be silenced. They began their experiments, aided by a manifesto from the Board of Education. They produced their results. It is now an accepted fact that the foundations of a real understanding of, and appreciation of music as a language can be laid in the classroom.

What remains to be done? Can the most ardent seer foretell further developments?

In the opinion of some enthusiasts, much can still be done to afford great opportunities for the musical development of the child. In the ear training class the pupil is taught to sing at sight, to write melodies down from dictation, to provide simple harmonies for melodies, to transpose short pieces, with easy harmonies, on the piano, and to improvise tunes on his own account. In the song class he is gaining an acquaintance with the musical knowledge of the past, and some idea of how to judge the music of the present and the future. But if music is to take its place as equal in importance to other subjects in the school curriculum—and this is the audacious claim made on its behalf by the prophets—we must see that it holds its own as regards *out-of-school activities*.

Let us take a look at the school notice-boards. We see the dates posted up of the meetings of the debating society, the reading society, the sketch club, &c. We hear of competitions being organized in connexion with the school magazine, and with various outside periodicals and societies. We notice that parties of pupils are taken regularly to performances of English, French, Latin, and Greek plays. We see programmes of recitations and plays passed from hand to hand, and we gather that something is being "got up" for the breaking-up party.

In other words, there is evidently a brisk under-current supplementing the treatment of other subjects in the classroom. What can we do for the music? What "Supplementary Aids to Classroom Work" can be found for the latest recruit to the army of subjects necessary to the mental outfit of the child?

Some ardent reformers may wish to limit their interest to what have been unkindly nicknamed "boxes of toys." But more can be done, even for the youthful pupils for whom such apparatus was destined by the constructors.

(i) The so-called classes of musical appreciation, when taken by trained, enthusiastic teachers, are most useful for getting pupils to think of compositions as a whole, as well as for fixing their attention on special points of interest. As the pupil gets more and more alert, the teacher tells him some of the secrets

of the construction of a good piece of music. Thus the work done in the ear training class is supplemented by more detailed knowledge.

- (ii) Kindergarten bands and classes of Dalcroze rhythmic gymnastics are admirable for inculcating a feeling for rhythm, as apart from melody. Every school should have an orchestra, which performs regularly at school functions. Again, old English folk dances are a perpetual joy.
- (iii) Parties of pupils should be taken to local concerts. In small country towns, where there may not always be opportunities of the sort, a concert should be given, at least every other year, by good artists. A small subscription from each pupil and a contribution from the school will cover expenses.
- (iv) The above can be supplemented by the use of piano players, gramophones, &c., and a real knowledge of the literature of the classics can thus be given. By means of the repetition possible of the same piece, the attention of the pupils can be focussed on the general structure, melodic services, value of inner parts, key changes, rhythmic points of interest, &c. Care should be taken to hear these instruments before buying them, as they vary greatly, and price is often no indication of their value.
- (v) Copies of musical magazines should be provided from time to time and hung up on the school notice-boards. Many an enthusiasm has been started by reading a chance article on a by-path in music, such as the art of bell ringing, the experiments of Pythagoras, the pentatonic scale, &c.
- (vi) Good books on music should be placed in the school library. It is surprising to find that many school libraries, excellent in other respects, contain absolutely no books on music!
- (vii) A music club can be a great stimulus to the general musical work. A short popular talk begins the proceedings. The subjects treated can range from the lives of the great composers to folk music of all nations. The essential is that pupils shall themselves be responsible for part of the programme, either by playing or singing specimens of the music dealt with, or by performing original compositions.
- (viii) The help of the more musical pupils should be asked in providing incidental music to school plays, &c., in accompanying songs, in forming a choir to lead the singing at prayers, and so on.
- (ix) We should also insist on frequent exhibitions of musical work done by the pupils. No school should rest content with a concert given only once a year. Instrumental playing should be shown every term. Insist that the pieces played shall be short, discourage repetitions, and stoutly refuse to allow the gifted pupils to play more than once in the same concert. The programme is arranged for the double purpose of encouraging the average pupil, and of showing some of the work done to the school as a whole and to outside friends.

The ear training results should also be shown at regular intervals. In some schools, where the "House system" is encouraged, this work can form the basis of interesting competitions.

Again, it should be remembered that pupils often form their opinion of the value of a subject taught in school from the atmosphere created for that subject by the general members of the staff. Thus the Classical, Mathematical, Science, History, and English specialists should all be urged to take interest in, and, if possible, part in the musical activities of the school. Many of them love music, and are only deterred from showing their interest by a feeling that it is not "their job." They fear the derision of the music staff. But even if they cannot give active help, get some of them to make a point of being present at the school musical functions. After a time the English master may offer to judge the literary worth of a composition written

on music. The Classical master will be inspired to offer a short talk on Greek music. The Science master, with a little persuasion, will give a popular demonstration of the wonders of acoustics. Impress on him the necessity of using simple, untechnical language for the sake of the unscientific. The History master can give a sketch of the life and customs of the people during the great English period of Byrd, Tallis, and Tye. He ought to know what was meant by the Chapels Royal, and that Henry VIII was a connoisseur, not only of ladies, but of good tunes. Queen Bess, too, was not only a great political force; she was the inspirer of many a lovely piece of music which exercised an unconscious influence on all who heard it.

Finally, a word to the head of the school. He may declare that he has not a free hand in the matter, that he is at the mercy of the Board of Education, of his governing body, of insistent parents who write letters to *The Times*. But the fact remains that he is the real arbiter of the fate of many a subject in the school curriculum. Even if he himself is not a musician, nor even vaguely stirred by a good tune, he knows that his pupils are sent to him to be prepared for the life they will lead on leaving school, and at the bottom of his heart he has a suspicion that the artist may, after all, have a message to the world of some importance, even if, in his opinion, it is less valuable than that of the scientist, the politician, and the man of commerce.

The world does not live by bread alone, and the thoughts and aspirations of humanity are expressed, not only in laws and treaties, but in art.

Hence the head of the school dare not stand aside from the movement which is urging a revision of some of the methods of teaching music, which sufficed for a bygone age, but are hopelessly inadequate in these days of international thought and socialistic ideals. He realizes that art is international, and that the keynote of socialism is communal work. Thus, if to the classroom teaching of music on modern lines he adds some of the supplementary activities suggested above, he will at any rate have given his pupils the opportunity of increasing their resources for understanding and benefiting from music, which is not only one of the interests which draws together all classes of the community, but is one of the forces which binds nation to nation and man to man.

EDUCATION AT THE BRITISH ASSOCIATION.

UNDER the presidency of Sir Richard Gregory, the Education Section of the British Association celebrated its majority at Hull from September 6 to 13. Whilst many sessions were well attended—especially the joint meetings with other sections—it is again disappointing to record the poor attendance of secondary school teachers. A review of the subjects considered and the speakers announced makes this all the more surprising. Although other sections attract the specialist science teachers, yet Section L affords just the opportunities asked for again and again by the advocates of humanistic teaching for the discussion of educational school practice. Those who merely read cold press accounts miss those exhilarating and never forgotten moments in which one is carried away by the inspiring eloquence of a real teacher.

In his address, which is reported more fully in another column, the president dealt ably with both educational and school science and made a stirring appeal for such modifications in existing practice as would ensure that the average boy and girl should obtain a real knowledge of the nature of everyday phenomena and applications of science. Referring to educational science generally, Sir Richard said that much more was involved than the methods of teaching or the theory of the curriculum. Conditions of physical, mental, and more health, and the determination of the most effective factors of growth at every stage of development, are all important. Teachers,

like engineers and medical practitioners, expect science to provide things which are directly useful, whereas their duty is to discover possibilities in results achieved. Modern science differs greatly from what was known to the Greeks, and if Plato were now constructing an educational system, he would no doubt readjust its position in its curriculum. Whether we consider the practical education or training by which uncivilized man learns to supply his needs, the humanistic conceptions of ancient Greece, medieval education, or modern systems, the aim is the same, namely, to create worthy members of particular social fabrics—to adapt people to meet the necessities of life and respond to the best influences of existing circumstances. The resources available for the instruction and guidance of the child comprise the wisdom and experience of the past as well as the power of the future. Science has transformed the whole landscape entrusted to it, and the realm of its productivity is continually expanding. It is a kingdom potent with possibilities for good or evil, and to let any of our children grow up unfamiliar with their entailed possession is to neglect an obvious duty.

In the discussion which followed, Prof. Smithell's statement that the University specialist of science was the last man who ought to have any influence upon the methods and courses to be adopted in the teaching of young children was much appreciated. He said we had been taught to endure a large number of subjects rather than to love them. The gain in improved method in science teaching had been balanced by the loss of human and educational influence in the limitation of its scope. Dr. Griffiths referred to his experience as an examiner in school examinations, and to the impossibility of setting questions on the present syllabuses which would suit the interest of the child and show its real capability. He had, however, noted extraordinary progress in the case of pupils who did not want to train for any examination.

Mr. R. C. Moore followed with a paper on Advanced Instruction in Elementary Schools. He described the various methods of organizing such instruction, and emphasized the necessary co-ordination with the work of the secondary and technical school in order to allow of the economic migration of pupils.

Bishop Welldon, chairman of the Committee upon Training in Citizenship, presented the third report of the Committee. This showed the useful work which had been done, with the help of education authorities, in distributing the earlier reports. The report, which can be obtained from the Secretary (Burlington House), price 6d., also contains a bibliography of Civics which should be of inestimable service to teachers. Mr. H. Richardson (Newcastle) said that some day or other this committee might wish to extend its activities to the British Empire, and later on, perhaps, it might become still more international and co-operate with the League of Nations.

In the afternoon of the same day the Rt. Hon. Lord Meston gave an address on Imperial Citizenship which can only be regarded as a memorable deliverance in regard to the destinies of India. He appealed to the British public to feel its responsibility in regard to India, and to assist in the advancement of India towards a real and not a merely ceremonial partnership in the Imperial Federation. He dealt with Imperial Citizenship as an emotion, an ideal, and a status. Imperial citizenship, as a status of universal and uniform validity throughout the Empire, did not exist. Its sphere was subject to large reservations, geographical and ethnical. The concrete fact was that there were certain white communities in the Empire which would not permit members of other, or coloured, communities to live alongside them on terms of civic equality. Unless we could find some means of handling the demand for a common standard, the result would be increasing embarrassment in our task of Imperial unity. The qualifications for full imperial citizenship were (1) the attainment of a similar type of constitution; (2) submission to a uniform system of administration;

and (3) the acceptance of a common code of jurisprudence. If those were the full qualifications, it was clear that some of the members of our great Imperial federation had a long way to travel before they could possibly acquire them; India's commanding position in our commerce and foreign policy raised the question of its status into the first rank of importance.

Councillor T. McLeod (Sheriff of Hull) followed with an address dealing with Imperial Citizenship from the point of view of business and the Colonies.

An interim report of particular interest to teachers on the Teaching of Geography was presented by Mr. C. E. Browne. In this the scope of the subject was limited to the surface of the earth within the limits of the hydrosphere, this being defined as the region in which water in its various forms occurred. Exception to this limitation was voiced in the discussion, and the inclusion of astronomy advocated. Many other important points were also made. Geography should be the connecting link in science teaching; it is better to give the young child a mental picture rather than an explanation of which it can have no mental conception. No better method has evolved than that in which the terrestrial and celestial globes are used throughout. Facts are sure, explanations change—the Gulf Stream and monsoons afford excellent examples of this.

A most enjoyable, popular, and all too short joint session with Section J was devoted to Psycho-analysis and the School, papers being presented by Dr. C. W. Kimmins, Dr. Crichton Miller, Dr. E. A. Hamilton-Pearson, and Dr. R. G. Gordon, respectively, and wonderful possibilities concerning the introduction of psycho-analysis into the educational training of the child were held out. Dr. C. W. Kimmins said psychology, after long being regarded as having little relation to education, was now looked upon with such extraordinary favour that it was becoming positively embarrassing. This wave of enthusiasm for the subject was producing extravagant hopes in the way of educational methods which might not be realised, and might do harm to that progress in the education of the child which they all desired. He referred to the important part played by the sub-conscience in human behaviour, the knowledge of which must of necessity profoundly modify the schemes of the educator in the future, and in this direction we must look primarily to the psychologists for guidance, and to the valuable advantage possessed by teachers who had knowledge of their own personal equation. Dr. Kimmins, however, naively admitted that it was impossible to impose an examination upon teachers.

Dr. Crichton Miller, director of the Tavistock Psycho-analytical Clinic for teachers in London, gave much excellent advice and some plain speaking to members of the teaching profession in a most enjoyable speech. He preferred the term analytical psychology to that of psycho-analysis. He humorously illustrated the development in educational methods by pointing out that at one time a knowledge of Latin was regarded as sufficient preparation for teaching John Latin. Later it was realised that it was necessary to know John. Now it was universally admitted that the teacher must possess knowledge of Latin, John, and himself. He advocated analytical psychology for teachers, and said that a teacher whose mental sight was so astigmatic that he would never see the souls of the children, needed to be transformed and made efficient by analytical methods. Teachers should recognize their own childishness. They would never expect a Peter Pan schoolmaster to lead his pupils anywhere except to the never-never land. Analysis, however, was not a thing to be undertaken lightly, for much harm might be done if the process was not continued to a proper conclusion. (Most teachers will agree as to this on realising that a complete analysis may necessitate attendance for one hour on five days a week for eighteen months.)

Dr. E. A. Hamilton Pearson emphasized the value of co-operation between the teacher and the analyst, and

gave many interesting instances where this had led to good results. Broadly speaking, he said, delinquency in some shape or form was a very constant symptom of mental conflict.

Dr. Gordon advocated the removal of children of vicious tendencies from their surroundings, for if left in their environment in course of time they would become either neurotic, or addicted to drug taking and possibly crime. He recommended the imposition of tests, and paid a great tribute to the work being done in the Ohio Bureau of Juvenile Research. Referring to the importance of the proper selection of workers for clinics, he pointed out that psycho-analysis had become a very restricted and special field in psychological investigation, and many people calling themselves psycho-analysts had not the slightest knowledge of physiology, biology, or even psychology, without which so-called psycho-analysis was not only meaningless rubbish, but pernicious rubbish.

In opening the discussion, Prof. T. H. Pear pointed out that outstanding successes in psycho-analysis had been obtained in dealing with inefficient personalities. These cases could hardly be made worse. He looked for some definite indication as to whether it was desirable or practical to apply psycho-analysis to any but the inefficient, and whether a healthy sentiment such as love could be analysed in the same sense as is possible with a complex.

At the Monday (September 11) Morning Session, Mr. Ivion S. Macadam, President of the National Union of Students, read a paper on "Some Recent Developments of National and International Student Organization, with special reference to the work of a Students' International Bureau." International conferences of students have been held since 1842, but the first move of real promise was the organization in 1919 of an International Confederation of Students of a truly representative character. This confederation was started by the French National Union of Students, at a Congress held in Strasburg. The movement at first hung fire, and at its General Congress in Prague last year nearly broke down, through the mutual suspicion and distrust of the European nations. It was saved by the promise of the English Students, of whom about 100 attended the Congress, to form a National Union and join the Confederation. Such a National Union was formed in February of this year, and now includes all the Universities of England and Wales. It is a federation of the University Unions or Student Councils, numbers over 60,000 members, and has a Central office in London, which maintains the practical co-operation of English students with those in other countries, and carries on a large variety of services for the Universities and Colleges. Mr. Macadam thus gave an interesting account of the work and position of the Union.

On the same day three papers were given on "English as the Basis of National Education." Mr. Pocock, whose excellent work at Dartmouth so largely influenced the Report of the Departmental Committee on English, dealt specially with the teaching of English in Public Schools, and said school masters had to find out whether English could become the natural and sufficient basis of all education in England. If this were so, and many of them were convinced that it was, they ought to pool resources and enthusiasm, though without producing a stereotyped scheme. It was essential to break down barriers between schools, and bulkheads between subjects in each school. If English were to be the basis of all education, it must be taught scientifically as well as artistically. The basis of the scientific treatment was not grammar and analysis, but accurate observation and exact thought. The basis of the artistic treatment was self-expression, which could be trained through English literature by original composition, both oral and written, and above all, through the drama.

The president pointed out that English in the schools at present might mean anything. One did not object to this, provided that they could give some coherence to it

and use the language as the classical languages had been used. They wanted more serious attention given to the English group, instead of instruction being concentrated on grammatical niceties and small points of no consequence. It was possible to be a successful writer of English for popular consumption, and yet break all the rules which were taught at school.

Prof. Edith Morley (Reading) reviewed the report of the Departmental Committee, and while paying tribute to its excellence in general, subjected it to some minor criticisms with respect to its treatment of the problem as affecting university honours students. In endeavouring to hold the balance between literature and language the compromise suggested did not appeal to the experienced university teacher. It is not possible for honours students to begin the study of either language or literature with Chaucer, if they are to pursue their investigation by genuine university methods.

Mr. J. H. Fowler (Clifton), who was a member of the Departmental Committee, defended the Report against the criticism of Dr. Morley. He stated that knowledge of classics and language should not be confused with familiarity. The English essay in the old days was too often an effort in self-suppression. The writer was taught to cover his own ignorance of a subject by a cloud of words. It was a great achievement in English teaching of the last twenty to twenty-five years that the essay had now become a training in self-expression.

Papers of considerable local interest on the movement towards individual work were read by Miss F. Sayer and Miss C. T. Cumberbirch (Principal of the Training College, Hull). Miss Sayer gave a clear account of the various experiments in individual work carried on in the infants' schools in Hull, with special reference to the good results obtained and the limitations imposed by the absence of individual methods in the junior schools to which the infants were transferred. Miss Cumberbirch gave a critical exposition on the recent tendency towards group and individual work in upper classes in elementary and secondary schools and in training colleges. Her paper will be dealt with specially in our November issue.

The meeting concluded with a joint discussion with the mathematical section on the effect of Reformed Methods in teaching Mathematics. Prof. T. P. Nunn, Principal of the London Day Training College, dealt with the Principles of Formal Geometry. In his customary manner Prof. Nunn carried his audience away completely. A delivery far too rapid for most speakers was balanced by clearness of diction, simplicity of language, forcefulness of argument, and absence of repetition. He expressed the view that the reformed methods, where applied with understanding, were producing excellent results, and that it is now necessary to bring the formal stage into line with the earlier stage in which geometry naturally falls into line with the study of scientific facts. He advocated in a convincing manner, with simple illustrations, the advantage to be obtained by adopting the assumption that space admits of similar figures, leaving the properties of parallel lines to be deduced therefrom instead of deducing the existence and properties of similar figures from the postulate of parallel lines.

Mr. Fawdrey (Clifton) gave a comprehensive account of the history of the revolt against Euclid and the practical results of the reform, and Prof. M. J. M. Hill forwarded a paper suggesting the value of Euclid's Book V to university students commencing the serious study of the calculus, provided that the idea of proportion be introduced from first principles.

SUMMER SCHOOL OF SPANISH.—The third annual summer school of Spanish, organized by the University of Liverpool, was held in Liverpool and Santander, from July 27 to September 13. About a hundred members were enrolled, and twenty-five, the number for whom accommodation could be obtained, spent the last month of the course at Santander.

UNIVERSITIES AND SCHOOLS.

ENGLAND.

In consequence of the death of Sir Albert Rollit, and of the resignation of Dr. M. O. Forster, who has accepted an important scientific appointment in India, two vacancies have arisen in the Senate, the first in Arts and the second in Science. Another vacancy in Science has been caused by the election of Dr. Walmsley as Chairman of Convocation, in which capacity he is *ex officio* a member of the Senate. A contest is promised in each Faculty, the result of which, to be declared at the meeting of Convocation on October 10, will be awaited with interest. It is understood that Dr. Scott Lidgett, well known for his services as a member of the defunct London School Board and of the L.C.C. Education Committee, and Miss Agnes Paul, late head mistress of Clapham High School, are standing for election in Arts. For the two seats in Science, five candidates are taking the field—Dr. J. S. Bridges, Director of Education, Willesden; Mr. C. W. Crook, Head Master, Central Secondary School, Wood Green; Mr. T. Ll. Humberstone, for eighteen years a secretary in the University and previously a secondary school teacher; Dr. George Senter, Principal of Birkbeck College; and Dr. Jessie White, of the Auto-Education Institute.

The English Review for September contains an interesting article by Mr. T. Ll. Humberstone, entitled "The New University of London," which demonstrates the long and honourable educational traditions of London and examines the question why a university was not established in London in medieval times. The author favours a re-incarnation of the University on the Bloomsbury site offered by the Government, and quotes with approval Mr. Fisher's eloquent forecast of the destiny of the University as one of the "High Schools of the World."

SCOTLAND.

The annual meeting of the Institute, held in Edinburgh on the third Saturday of September, did not leave a very pleasant impression on one's mind. There was evidence of a year of great activity as measured by meetings and conferences, but with that there was the feeling of sections working at cross purposes and little tangible result to show for all the activity. The situation might have been lightened by a strong presidential address, but the retiring president, who has set up a not very satisfactory record by giving only one single address of any consequence during his year of office, departed from the usual practice of summing up the year's work before demitting office. It is to be hoped that the precedent will not be followed. It is true that the delegates' survey of the year's business in the course of a single day is an arduous undertaking that leaves little time for ceremonial of any kind, but in the past the retiring president's address has been found to help in giving the teachers themselves clearer views about the problems of the time and in presenting the case of the profession to the public. The more difficulty there is in getting through the business in a day, the more valuable is the leading from the chair.

The need for some other method than having a year's business reviewed in a day, which is the method prescribed by the Charter of the Institute, found frequent expression in the conversation of delegates. But though the difficulty has been acute since the year of union increased the membership and business of the Institute, no one seems prepared with a solution. The problem is really part of the larger problem of organization, with which an important committee has been busy for some months. The complaint made is that the same matters are dealt with in succession by committee, executive, and council, and in consequence of all the talking this involves the business of the Institute is in chronic arrears, and points of urgency of vital moment to the profession, such as have arisen again and again in the past session, are not dealt with till too late. One proposal, which has been under special consideration for a long time past, is that associated with the name of Mr. Hugh B. Guthrie, for a reorganization of the Institute on trade union lines. The idea is that the present big council should disappear, and a small executive, elected by some score

of electoral districts, acting on instructions from their constituents and regularly reporting back to them, would combine the functions of the present executive and council. In point of fact it is only the forceful personality of Mr. Guthrie that has kept this scheme alive through a year of discussion. There are two insuperable objections. The one is that the secondary teachers cling jealously to the number of representatives on the council guaranteed to them at the time of union, and are not likely, just now of all times, to consent to a scheme that seriously diminishes their voting power on matters that specially concern their section. The other is that even in the unlikely event of the secondary teachers agreeing to waive their guaranteed rights the amount of work which the business of the Institute would throw on the small executive council, combined with the constant reporting back to the members, would be so burdensome that busy teachers simply could not undertake the duties of office. It is an illustration of the cumbrous character of the present procedure, by the way, that this proposal was first brought up two years ago, and is to be carried forward into another year, in spite of the fact that most people realize the weakness of the trade union analogy on which it is based.

It was clear from many happenings in the course of the Annual Meeting that the economy in salaries and superannuation is having a demoralizing effect on a considerable body of teachers.

Not in living memory has there been such an ugly and unhappy temper among members of the profession. It is not merely the natural resentment that any body of workers experiences when wage or salary is threatened. That soon passes away when the reduction is an accomplished fact. It is rather the hurt to self-respect that leaves a long bitterness behind. Not only have teachers had to face an indefinite postponement of the educational ideals in which they were encouraged to believe by the leaders of national thought, and to see the chances of building up a better school system and a finer profession vanish into thin air, but the economy in education, which took for them the form of lower salaries and work under less satisfactory conditions, has been accompanied by a chorus of depreciation in which all sorts of people from clergy to business men have joined. This must be remembered to understand the motion passed at the last meeting of Council and confirmed by the Annual Meeting, that "in view of the unsatisfactory and illiberal attitude of the Government towards education and educators, and the strong trend in educational authorities towards a reduction of salary scales, the E.I.S. issue a warning to parents and young people against entering upon teaching as a profession." It is rather deplorable that such a warning should be needed, even if, as ex-president MacGillivray pointed out, the medical profession had recently adopted a similar attitude to a certain class of appointments. Men and women must be very sick of their position when they come into public with a gesture of self-depreciation like this. The economists would do well to ask themselves what kind of service they can expect from people in whom they have produced this spirit. And if the risks of social instability consequent on the subconscious but constant effects of bitterness in their teachers on the minds of the children do not appal them, the certainty that it means fewer teachers and possibly inferior teachers at no distant date should.

Another side-result of the salary reductions which may have most serious consequences is an intensification of sectional antagonisms among Scottish teachers. The institution of the Minimum National Scales led to a considerable amount of bickering in the profession. The great mass of non-graduates on the one hand rose up in protest against being left to the tender mercies of the authorities with a mere recommendation to a salary equal to that of their graduate brethren. The secondary teachers, on the other hand, contended with good reason that relatively to the ordinary scales, their scales did not give them the remuneration to which their longer training and higher qualifications entitled them. On the one side this led to the formation of a Primary Teachers' Association, which for a time exercised considerable influence through its great voting power; on the other, to threats of a break-off and the reformation of a Secondary Association which in one or two centres led to small secessions. These opposite agitations had only begun to die down when the salary reductions revived them in a more awkward form than ever. If there was to be a cut of some particular sum—so many thousands over all, as most of the authorities have agreed—it had to be done with the consent of the teachers. This meant that the Institute had in most cases some responsibility for the scheme of reductions. The

Sectionalism among Teachers.

Reform of Institute Organization.

The Annual General Meeting of the Educational Institute.

The New University.

Economy and the Teachers' Morale.

fact that the Minimum National Scale was legally binding, and that the major part of the reduction must be effected on the increases of salary above the scales in many cases, forced on the teachers the unpleasant choice between a reduction at the expense of the non-graduates or at the expense of the secondary teachers. Whatever the choice the Institute stood to lose. In the outcome there has been a revival of the old troubles. The non-graduates, freeing themselves once more from the primary teachers who are graduates, met on the morning of the Annual Meeting to denounce the Minimum National Scales and to seek a change of Institute policy in regard to them. The secondary teachers for their part have been holding meetings to consider whether they can continue within an Institute in which they can be overwhelmed at any time by a huge non-graduate vote. Considering all that a united profession means, not only for the teachers themselves but for the advancement of education in Scotland, we can only hope that the grave dangers of disunion for all sections may prevent any further development of these untoward movements.

The discussion of Circular 44, which had ceased during the holiday season, has begun to revive with the beginning of the work of the year in which it is to come into partial operation. The

Circular 44 again.

several authorities have by this time submitted their schemes to the Department for the testing of pupils for entry into supplementary or intermediate classes; and so far as can be judged from those schemes which have been published, there has generally been a fair attempt made to give the teachers immediately concerned with the pupils proper responsibility for the attestation. The immediate problem will be to determine the kind of test or examination that is to be set, however it is to be set and marked. Here there seems to be a considerable measurement of agreement, the common view being that so far as the test is formal it should be as simple as possible and confined to English and arithmetic. In a valuable report on the Circular prepared by a Committee of the Institute some months ago, it was recommended that the subjects should be (1) English—reading, dictation, composition, grammar (oral or written); (2) Arithmetic—written and mental; and that out of 100 marks 60 should be assigned to English and 40 to arithmetic. Very properly history and geography are omitted. The only debatable point is the inclusion of grammar. While most teachers recognize the need for the teaching of some grammar at the elementary stage, there is a fear on the part of not a few primary teachers that an undue demand may be made on them in the interests of language teaching at a later stage. As it happens there is under consideration by the branches of the Institute at the present moment a pretty detailed scheme of grammatical instruction, prepared in the first instance by the Modern Language Section and approved by a special Committee. In view of the divergence of professional opinion on the matter, and the risk of premature mechanical drill if the subject is specifically tested by examination, it would be wiser to leave grammar in the category of subjects like history and geography which enjoy the place they get in the primary school on their educational merits rather than on formal prescription.

WALES.

The summer schools held in different towns in Wales have been well attended, while the standard of the work has been fully maintained. This year, for the first time, the Board of Education organized a short course for Welsh teachers at Oxford in connexion with its scheme of recovering and classifying the rural lore of Wales. Wales is a peculiarly fruitful ground for the cultivation of interest in this subject, as many localities are admirable museums of historical objects which can be usefully employed to stimulate the curiosity of a pupil. At Oxford, lectures were given on such subjects as "Early Man in Wales," "The Old Buildings of Wales," "Old Welsh Furniture," and "Old Flint Implements." At Aberystwyth there was held an advanced course in Welsh literature arranged by the Board of Education, and very successful classes were conducted at Bangor under the auspices of the Welsh Summer School. At Barry courses of lectures on music, hygiene, and education, were given by Prof. David Evans, Dr. Colston Williams, and Miss E. P. Hughes. The Educational Handwork Association met this year at Brecon, and the Welsh School of Social Service held its eleventh session at Llandrindod Wells. The latter was addressed by Dr. Walford Davies on Music, and by the Rev. Herbert Morgan, of the University College, Aberystwyth, and Mr. Morgan Jones, M.P.

From the general report of the Board of Education for 1920-21, we learn that twenty-two State Scholarships were awarded in that year, and that there were 232 candidates for them. Out of the twenty-two successful candidates, nineteen were pupils of the intermediate schools, and thirteen of these afterwards entered one of the Welsh University Colleges. The abolition of these State Scholarships constitutes probably a greater hardship in Wales than it does in England because the great majority of the pupils in our secondary schools come from poor parents who, with the traditional Welsh enthusiasm for education, are obliged to struggle to provide their children with higher education. It is probably true that but a small proportion of the successful State scholars would have entered a University without the extra financial help given by the State, as even if successful in gaining an entrance scholarship, the pupil very often finds it impossible to raise the necessary extra funds required for his maintenance. There is, therefore, a strong feeling among Welsh head masters that the suspension of these scholarships was an educational mistake, and they are in full agreement with their English colleagues that it was a form of economy of rather a mean character.

Another interesting fact which emerges from the report is that the number of uncertificated and supplementary teachers per thousand pupils in Wales is nearly double what it is in England, the figures being 16 and 8.9 respectively.

As the success of our secondary system is so closely dependent on that of our primary schools, this is a matter of interest to all who are concerned with the control of our secondary schools. In the county boroughs, the authorities are gradually displacing the uncertificated teachers and so raising the standard of efficiency in their elementary schools; in the rural areas, on the other hand, they continue to appoint unqualified teachers to the detriment of education.

This school, which is a constituent of the University of Wales, is now fully equipped for a six years' course in medicine. It has nearly 300 students, which is a very satisfactory start. It has also apparently succeeded in overcoming most of its financial difficulties.

The National School of Medicine.

This Board has planned a survey of Wales and has arranged to make records by phonograph of all the dialects in different parts of the country.

The Board of Celtic Studies.

The archaeological section, under the direction of Dr. Mortimer Wheeler, is also engaged in excavating some of the hill forts in North Wales. Considerable progress has already been made in Segontium at Carnarvon, and at Penmaenmawr.

We regret to learn that Mr. W. Barry, B.A., late head master of the Port Talbot Intermediate School, has passed away at Bournemouth. He was educated at Tettenhall College, and was second master of Blackburn Grammar School from 1894 to 1896, when he was appointed to the head-mastership of the Port Talbot Intermediate School. He retired from this position four years ago. Mr. Barry was of a somewhat reserved disposition, and therefore did not take a very prominent share in public discussions on education. His strength lay in his work in the school, which rapidly developed into a highly efficient institution under his care.

PROFESSIONAL CLASSES AID COUNCIL.—The Professional Classes War Relief Council, founded in 1914 for relieving distress among professional and other educated people and their dependants, was re-constituted in 1921 under the above title, and the first annual report has recently been issued. The relief given takes many forms, but the principle of the Council is that it should be, so far as possible, constructive; the aim is to render the applicant self-supporting rather than to provide permanent maintenance. One of the commonest forms of assistance is to aid in the education of children, and during the past year there was an average of 56 children receiving help each term. In all, 518 applications were received in the year and 435 cases were deemed deserving of assistance. No less than £1,467 was expended in weekly grants to relieve impoverishment during unemployment and £724 was disbursed as gifts. The total expenditure for the year was £7,749 and the income £1,846, the deficit being taken from capital handed over by the War Relief Council. As is rightly stated in the report, this cannot continue indefinitely and it is to be hoped that subscriptions will be forthcoming to enable the Council to continue its excellent work.

FOREIGN AND DOMINION NOTES.

ITALY.

We wrote last month that two inspections, one Governmental, the other Communal, had been made of the Montessori classes in the two elementary schools at Rome into which the Method has been introduced; and we indicated the contents of the wholly damnable report made by the Communal inspectors. The more favourable report of the Government inspectors—Giovanni Gentile the chief of them—will be found printed in *L'Educazione Nazionale* (Catania, iv. 7). Compositions written by children without guidance, say the inspectors, form the exponent of their inner life, the indication of their mental horizon. That horizon is found in these schools to be limited; the children show themselves poor in imagination and possessed of little interest in external reality; exhibiting their own consciousness, they reveal that the mental world of their companions and their teacher has little part therein; the centre of their thoughts is almost always their own Ego. They are reflective rather than expansive. Its novelty gone, they lose regard for the rich didactic material at their disposal, so that the objects become mere symbols or recallers of past notions. The absence of class-teaching has disadvantages: "Every desire to speak or to do better than others being suppressed, the scholar is led by the very freedom in which he is left to dwell solely on his own experiences; to do again, as needing the minimum of effort and yielding the greatest apparent return, what he knows he can do well; to exalt his own little personality in view of that of which he finds it to be capable." Yet the Method has merits. Experiment with it should be continued, the inspectors recommend, only, however, in the lowest two classes, and with the express understanding that the classes are subject to observation by inspectors of every grade.

Once more we say that we are not attacking the Montessori Method, to which, as we know, many in England bring interest and favour. We contend that education, like the physical sciences, must advance, if it is to advance, by experiment. But an innovation is serviceable to progress only when its results have been nicely weighed and well approved by competent judges. Observe how Giovanni Gentile and his colleagues lay stress on the necessity of prolonged observation—of what? The Method is fixed; what fruits is it yielding? Not in Italy only, but elsewhere also is the process of testing experiments by results being applied. Thus in Germany, after the war, *Versuchsschulen* of many sorts sprang up. Many of them are now, on examination, found to be worthless, and a judgment on that at Grosszschocher runs thus: "Mere idle playing by pupils and teachers; pedagogic incapacity on the part of the conductors; crazy extravagance in disparaging ordinary schools and the present order of society." In fine, an educational method is not an end in itself; it is to be estimated by its products, precisely as a system of viticulture is justified of its grapes.

FRANCE.

The education of the adolescent and the adult is a need that shows itself daily as imperative, and the French Ministry of Public Instruction rightly sees in an extended use of school libraries an excellent means of promoting it (*Bulletin Administratif*, No. 2493). The carrying out of a decree dated December 15, 1915, relating to school libraries, was stayed by events; it has now become possible to put its provisions in force. Formerly the Government supplied such libraries with books; henceforth a money grant for the purchase of books will be assigned to each Department, the Departmental authorities (*conseil départemental, inspecteur d'académie and préfet*) drawing up lists, so that local wants and wishes may be met. Suitably equipped, the libraries, it is hoped, will draw to them most of the old pupils of the school. Not only will books be lent for home reading, but also there will be organized *séances de lecture "sur place,"* reading meetings in the school, which is to become an intellectual centre of hamlet, commune, or quarter. Each school library will be autonomous. Whilst the general principle is that of a library in every school, several schools may associate themselves to form a common library. In addition to the Government grant, revenue is expected from collections, legacies, and the sale of old books. To diffuse interest in the prosperity of the institution, three persons will be chosen from benefactors and readers to serve on the library committee,

The Montessori Method again.

of which the *maire*, the *délégué cantonal*, and the primary teacher acting as librarian will be members *ex officio*. Turning to England, we are aware that in most large towns there is a sufficiency of books freely available and of reading rooms. In many country districts it is otherwise, and the local education authorities would act wisely in developing, where necessary, school libraries to become what France intends them to be—*foyers de vie intellectuelle et morale* for the whole community. It affords an inexpensive means of quickening a retarded progress.

ORANGE FREE STATE.

The Education Report for the year to December 31, 1921, shows general progress, and, in particular, a notable increase—due to a policy of decentralization—in the number of children attending secondary classes. But the prominent feature of the Report is its exposition of the difficulties involved in bilingualism. Since the Province has rightly decided that its citizens shall be bilingual, bilingual too must be the teachers. But even a two years' course at the Normal College does not suffice to make those who follow it efficient both in Afrikaans (or Nederlands) and in English. In the schools the medium of instruction is various: in almost all rural schools it is Afrikaans. The general tendency, as it seems, is to begin with the mother tongue; at what stage then should the second official language be introduced? That and similar questions are matters of hot debate. On the whole it appears that Afrikaans fare better than English; for the inspectors in their reports lament the weakness of English in most of the schools. That the Province will overcome its linguistic difficulties we do not doubt. The schools should endeavour to give a fair knowledge of both languages; that to which the scholar ultimately gives preference will depend less on race than on occupation and environment.

TRANSVAAL.

To determine the relationship between the Government and certain colleges in the Union there was passed the Higher Education Additional Provision Act, No. 20 of 1917, and under the Regulations framed that year in accordance with the Act, the Union Department of Education exercised close control over the colleges in respect of appointments, salaries, and management. As the result of an informal conference last year between representatives of the colleges concerned and the Minister a small Commission was appointed, which drafted new Regulations incorporating the principle of Block Grants and leaving to the various institutions a much freer hand with regard to appointments and finance. There can be no doubt that universities and colleges will rejoice in this larger independence. It is a drawback, however, that, since the Block Grant is measured on a somewhat niggardly scale, certain institutions called into being by the Government will have to look to the public for help in order to cover their normal expenses. Although this is a time of economic depression, such help must be forthcoming if the development of higher education is not to be retarded.

Higher Education; Some New Regulations.

TOPICS AND EVENTS.

THE SECONDARY SCHOOL TEACHERS' WAR RELIEF FUND.—At the end of its sixth year, the working of the Fund has become regular in nature. Quarterly grants are being made in seventeen cases and help is given in other cases as required. The total amount distributed to March 31st last was £2,896 10s. 9d., the total amount subscribed to date being £9,898 7s. 2d. As sufficient capital has been accumulated to enable the original object of the Fund to be carried out, the ordinary subscription list has been closed, but special donations will be accepted for the provision of University education for those orphan children who can profit by it. Donations for the special purpose mentioned above should be sent to the Hon. Treasurer of the Fund, Mr. J. Hart-Smith, A.R.C.S., c/o Barclay's Bank, Ltd., 835 Wandsworth Road, S.W. 8. Cheques should be made payable to the Secondary School Teachers' War Relief, and crossed "Account Payee only."

THE UPLANDS ASSOCIATION.—The seventh summer meeting was held at Hill Farm, Stockbury. Drama was the chief subject of study, and in Mr. St. John Ervine the Association

(Continued on page 654)

Fifty Figure and Character Dances for Schools

By ELIZABETH TURNER BELL,

Infants' Mistress of Ancrum Road Public School, Dundee; Lecturer and Demonstrator at St. Andrew's Summer School, 1919; Demonstrator at Dunfermline Holiday Course, 1920.

**Illustrated from Photographs
and with numerous Diagrams.**

Dancing, quite rightly, is taking a more and more important place in the school curriculum, and a largely increased number of schools are introducing this session. The difficulty of securing suitable instruction has by the use of this work been overcome, and now it is possible for any teacher without previous experience to teach the subject from the individual steps to the complete dance. When dancing is introduced into the school and allowed to take its place amongst the regular lessons, the advantages to the pupils are soon apparent. Alike in the lethargic and in the volatile child an improvement is manifest. Dancing enables those who appear dull by nature to throw off with ease all that waste matter in the little bodies which, by clogging the liver, makes an otherwise bright intellect slow and sluggish in working. For the child who is so naturally "lively" as to prove a source of distraction and, on occasion, a hindrance to more serious studies, dancing supplies exactly what the conscientious teacher has been looking for. It provides a legitimate outlet for those high animal spirits which are frequently signs of ability and always of energy.

The Board of Education says, "The aims of the teaching of Dancing are:

- | | |
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| (2) "To maintain flexibility of body and so prevent or reduce the need for corrective exercises in latter years. | (4) "To encourage a bright, happy, fearless, independent spirit." |

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found a dramatist who was not only able to lecture with great lucidity, but also to give an insight into the practical problems which face the writers of plays. Rhythmic movement and elocution were in the capable hands of the Misses Duff and Walton, and at the conclusion of the course a most attractive demonstration of the principles of Greek dancing was presented. A small seminar in psychology in relation to dramatic values was conducted by Miss Bodkin, and Prof. Findlay gave lectures on the wider aspects of drama and the fine arts. It was unfortunate that only fifty members could be accommodated at the Farm. The usual summary of proceedings will be postponed until the next summer meeting, at which Mr. Ervine will again deal with drama as the main subject.

ASSOCIATION FOR THE REFORM OF LATIN TEACHING.—The 1922 summer school was held at the Bede Training College, Durham, August 2-12. Though not as numerous as last year, the school was full of vitality, industry, and good-will. The programme included demonstration lessons in first-year Latin and Greek by Miss L. Broad and Dr. Rouse; Latin reading and conversation classes; lectures given by members and others on Durham, Virgil, Colchester, and the Roman Wall. The last, by Mr. F. G. Simpson, was especially instructive, and was followed by a most enjoyable visit to parts of the Wall itself, particularly Borcovicium and Cilurnum. There was plenty of discussion, both formal and informal, of practical matters; in particular two meetings were given to the question of the content of three and four years Latin courses in secondary schools. The Association hopes shortly to publish a scheme of work for such courses. The journal of the Society is *Latin Teaching* (edited by Mr. L. R. Strangeways, Bury Grammar School, Lancs.). Applications for membership and inquiries should be sent to the Hon. Secretary, Miss M. F. Moor, 45 High Street, Old Headington, Oxford.

BRITISH MANDATE IN PALESTINE.—The Zionist Organization is prepared to send a lecturer on the British Mandate in Palestine, and the Jewish National Movement, free of all charge to any organization or society. The lecture can be illustrated by lantern slides dealing with Palestinian life and scenery. Particulars can be obtained from the Secretary, 77 Great Russell Street, London, W.C. 1.

SCHOOL EXAMINATIONS RESULTS.—Class lists for many of the examinations held in July last have now been issued. At the Cambridge Higher School Certificate Examination, at home centres, of the 436 entries (268 boys and 168 girls) there were 229 (147 boys and 82 girls) who obtained certificates. The greatest number of distinctions awarded was in English (16), closely followed by history (14), chemistry (14), and mathematics (13). On the corresponding examination held by the Joint Matriculation Board of the Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham, about 1,100 certificates were awarded. Distinctions went mostly to the science side, more than forty being awarded for physics; in many cases, a distinction in physics went with similar marks in pure and applied mathematics. At the School Certificate Examination, held by the Joint Board, more than 6,000 candidates were successful.

CAMBRIDGE LOCAL EXAMINATIONS.—The published class lists of the Cambridge Senior and Junior Local Examinations held in July have shown that the total number of candidates entered was 7,959. In the Senior Examination 2,063 boys and 2,285 girls passed, First Class honours being gained by 128 boys and 40 girls. Of the junior candidates 312 boys and 458 girls satisfied the examiners.

UNIVERSITY DIPLOMA IN JOURNALISM.—The pass list issued as the result of the recent examination for the diploma for journalism at London University included the names of thirty students, of whom fourteen are women. Three students were distinguished in English composition, six in English literature and criticism, two in the principles of criticism, and one each in philosophy and political science. The new syllabus and time-table can be obtained from the Academic Registrar, University of London, South Kensington.

HUMANITIES AT BIRKBECK COLLEGE.—The College is extending its work in the direction of the humanities. In addition to the lectures on philosophy, ethics, and logic, a course in psychology will be provided, and in the history department a complete course for the Honours Degree has been arranged. The prospectus, giving full particulars of the work of the College, may be obtained on application to the Secretary.

BATTERSEA POLYTECHNIC.—The convenient system of providing sectional calendars for the departments, domestic science, hygiene, and technical college, and an abridged calendar of afternoon and evening classes, in addition to the complete calendar of the institution, has been adopted by Battersea Polytechnic. There are full day and evening courses in preparation for science, engineering and music degrees in the University of London, teachers' courses in domestic science, and evening courses covering a wide range of subjects. Copies of the calendars can be obtained from the Polytechnic, Battersea Park Road, S.W. 11.

WOMEN AS ENGINEERS.—Before the war there were many obstacles in the way of a woman desirous of entering a profession, and the idea of women as engineers in particulars was scarcely taken seriously into consideration. The experience of the last few years has shown, however, that women can occupy a position in the profession; there is now a Women's Engineering Society, which was incorporated in 1920, and recently we have read of the first woman engineer who shipped on board an ocean-going steamer. Several women engineers are now training in this country, and it is remarked in the *Woman Engineer*, the organ of the Women's Engineering Society, that they have yet another opening, for the Worshipful Company of Shipwrights now admits women to membership.

PRIZE COMPETITIONS.

The prize for the Summer Competition is divided between "M. E. D." and "M. L. H."

(1) LIST OF TWENTY NOVELS TO FORM THE NUCLEUS OF A LIBRARY FOR BOYS AND GIRLS OF SEVENTEEN TO NINETEEN, SCOTT, JANE AUSTEN, DICKENS, THACKERAY, GEORGE ELIOT, AND ALL HISTORICAL NOVELS BEING EXCLUDED.

By "M. E. D."

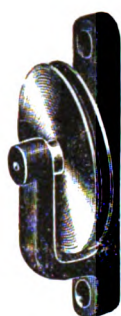
"Jane Eyre," by Charlotte Brontë; "Cranford," by Mrs. Gaskell; "Tales of Mystery and Imagination," by E. A. Poe; "The Ordeal of Richard Feverel," by George Meredith; "Under the Greenwood Tree," by Thomas Hardy; "Lorna Doone," by Blackmore; "Tess of the D'Urbervilles," by Thomas Hardy; "The Master of Ballantrae," by Stevenson; "The Little Minister," by Barrie; "Chance," by Conrad; "The Rescue," by Conrad; "Kim," by Kipling; "Joan and Peter," by Wells; "Forest Lovers," by Hewlett; "The Forsyte Saga," by Galsworthy; "Clayhanger," by Arnold Bennett; "It Never can Happen Again," by de Morgan; "The Valley of Decision," by Edith Wharton; "Starbrace," by Sheila Kaye Smith; "The Golden Scarecrow," by Walpole.

THE PRIZE EDITOR'S LIST.

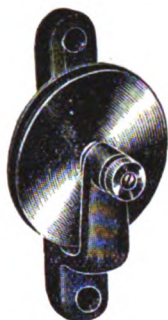
"The Vicar of Wakefield," by Goldsmith; "Shirley," by Charlotte Brontë; "The Cloister and the Hearth," by Reade, or if that be counted as a historical novel, "It's Never Too Late to Mend"; "Sylvia's Lovers," by Mrs. Gaskell; "All Sorts and Conditions of Men," by Besant; "A Daughter of Heth," by William Black; "Lorna Doone," by Blackmore; "John Halifax," by Mrs. Craik; "The Master of Ballantrae," by R. L. Stevenson; "Kim," by Kipling; "Robbery under Arms," by Bolderwood; "Under the Greenwood Tree," by Hardy; "The Ordeal of Richard Feverel," by Meredith; "The Forest Lovers," by Hewlett; "She Walks in Beauty," by Katharine Tynan; "The Beloved Vagabond," by Locke; "Four Feathers," by A. E. W. Mason; "Almayer's Folly," by Conrad; "The Velvet Glove," by Seton Merriman; "Kippis," by H. G. Wells.

Twenty-nine lists of novels were received, and they contained the names of 326 volumes. A curious feature was the inclusion in nearly every case of books which cannot be called novels. Even the prize-winner is not immaculate in this respect; "Tales of Mystery and Imagination" is certainly not a novel, and "Cranford" is on the border line. One list, otherwise good, included "Erewhon" and "Eothen." Novels unsuitable for youth were rarely mentioned, but one competitor, presumably ignorant, mentioned "Tom Jones." We are conscious that "The Vicar of Wakefield" and "Jane Eyre" are on the frontiers of what is permissible. It is impossible to classify the twenty-nine candidates, but "Shax," "Erbstock," "P. H. M.,"

(Continued on page 655)



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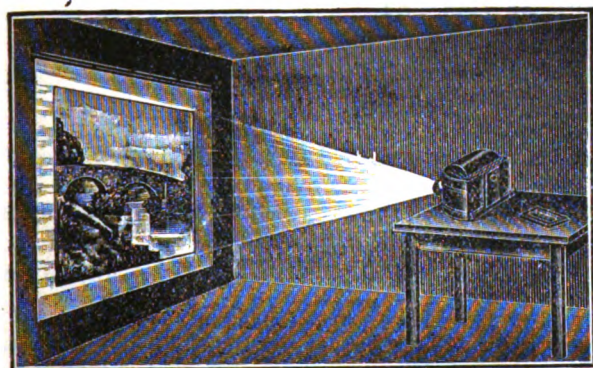
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See editorial notice "The Journal of Education," May, 1922, page 276.

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and "Clef" deserve honourable mention. The twenty most popular novels were: "Lorna Doone," 14 votes; "Cranford," 12 votes; "Kim," 12 votes; "Vicar of Wakefield," 10 votes; "Jane Eyre," 9 votes; "Shirley," 8 votes; "Wuthering Heights," 8 votes; "Kipps," 7 votes; "Beloved Vagabond," 7 votes; "Four Feathers," 7 votes; "Old Wives' Tales," 6 votes; "Lavengro," 6 votes; "Villette," 6 votes; "Under the Greenwood Tree," 6 votes; "Ordeal of Richard Feverel," 6 votes; "The Little Minister," 5 votes; "John Halifax, Gentleman," 5 votes; "Master of Ballantrae," 5 votes; "Stalky and Co.," 5 votes; "The Sowers," 5 votes. Of these we have included twelve in our own list, and "Stalky and Co." is the only work which we should refuse to admit to our shelves. It should be added that in our list no one author is mentioned more than once; this was done in order to add to its helpfulness, not because any such condition was laid down.

(2) LIST OF TWENTY BOOKS, NOT STORIES, GIVING INFORMATION AND INSTRUCTION IN A LIGHT AND READABLE FORM, SUITABLE FOR BOYS AND GIRLS OF FOURTEEN TO SIXTEEN.

By "M. L. H."

"Ancient Times," by Breasted; "Life in Ancient Athens," by Tucker; "Life in the Roman World of Nero and St. Paul," by Tucker; "A History of Everyday Things in England," by Quennell; "London," by Walter Besant; "Life in Shakespeare's England," by J. D. Wilson; "The Book of the Epic," by Guerber; "Myths of Greece and Rome," by Guerber; "The Young People's Story of Art," by J. P. Whitcomb; "The Book of the Great Musicians," by Percy Scholes; "Scrambles Among the Alps," by Whympier; "South," by Shackleton; "Livingstone the Pathfinder," by Basil Matthews; "The Path to Rome," by Hilaire Belloc; "The Story of the Heavens," by Sir Robert Ball; "The World of Sound," by Bragg; "White's Natural History of Selborne," with notes by Kearton; "Flowers of the Field," by Johns; "The Romance of Modern Photography," by Gibson; "Toymaking in School and Home," by R. K. and M. I. R. Polkinghorne.

THE PRIZE EDITOR'S LIST.

Religion and Mythology.—"How we got our Bible," by

Paterson Smyth; "Myths of Greece and Rome," by H. A. Guerber. *Sociology*.—"Our Country's Industrial History," by W. J. Claxton. *Science*.—"Romance of Modern Chemistry," by J. C. Philip; "Sun, Moon, and Stars," by A. Giberne; "Romance of Modern Electricity," by C. R. Gibson; "Geology of To-day," by J. W. Gregory; "Open Book of Nature," by C. A. Hall. *Useful Arts*.—"Let me explain," by A. Williams; "Boys' Book of Railways," by J. R. Howden; "Engineering of To-day," by T. W. Corbin; "Things to make," by A. Williams. *Fine Arts*.—"Book of Art," by A. E. and Sir W. Conway; "Romance of Modern Photography," by C. R. Gibson; "Book of the Great Musicians," by P. A. Scholes. *Literature*.—"English Literature for Boys and Girls," by H. E. Marshall. *History*.—"Story of Mankind," by H. Van Loon; "Our Empire Story," by H. E. Marshall. *Geography and Travel*.—"Famous Voyages of Great Discoverers," by E. Wood. *Biography*.—"Red Book of Heroes," by Mrs. A. Lang.

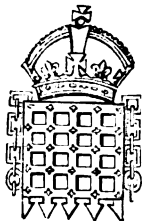
The number of lists of instructive books sent in was not very large, but some were very useful. "Sakul," "Robin Hood," and "Lenore" deserve honourable mention. In the prize winner's library the humanities get rather more than their fair share of space, but it must be recognized that it is very difficult for any one individual to cover the whole field of knowledge. In selecting our own twenty, however, we have been bold enough to attempt to give a fair share of shelf-room to every branch of learning. But "M. L. H.'s" list is a very good one, and every volume mentioned is worthy of a place on the line.

A Prize of Two Guineas is offered for the best translation of the following extract from Bossuet's "*Oraison funèbre d'Henriette Marie de France*."

CROMWELL.

Un homme s'est rencontré d'une profondeur d'esprit incroyable, hypocrite raffiné autant qu'habile politique, capable de tout entreprendre et de tout cacher, également actif et infatigable dans la paix et dans la guerre, qui ne laissait rien à la fortune de ce qu'il pouvait lui ôter par conseil et par prévoyance; mais au reste si vigilant et si prêt à tout, qu'il n'a

(Continued on page 658.)



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FOR SALE.—First-class boarding and day school for girls on the Scottish Coast. 15 boarders paying £140 per annum, and 60 day pupils. Gross receipts about £4,000, net profit about £1,000. From suitable successor or successors. Vendors willing to accept about £1,200 for goodwill and school furniture. Household furniture at valuation. Half of purchase money could be paid off by instalments. For further particulars, apply T 3369, c/o. TRUMAN & KNIGHTLEY, LTD., School Transfer Agents, 61 Conduit Street, London, W. 1.

jamais manqué les occasions qu'elle lui a présentées ; enfin, un de ces esprits remuants et audacieux qui semblent être nés pour changer le monde. Que le sort de tels esprits est hasardeux, et qu'il en paraît dans l'histoire à qui leur audace a été funeste ! Mais aussi que ne font-ils pas quand il plaît à Dieu de s'en servir ? Il fut donné à celui-ci de tromper les peuples, et de prévaloir contre les rois. Car comme il eut aperçu que, dans ce mélange infini des sectes qui n'avaient plus de règles certaines, le plaisir de dogmatiser sans être repris ni contraint par aucune autorité, ecclésiastique ni séculière était le charme qui possédait les esprits, il sût si bien les concilier par là, qu'il fit un corps redoutable de cet assemblage monstrueux. Quand une fois on a trouvé le moyen de prendre la multitude par l'appât de la liberté, elle suit en aveugle, pourvu qu'elle en entende seulement le nom. Ceux-ci, occupés du premier objet qui les avait transportés, allaient toujours, sans regarder qu'ils allaient à la servitude ; et leur subtil conducteur, qui, en combattant, en dogmatisant, en mêlant mille personnages divers, en faisant le docteur et le prophète, aussi bien que le soldat et le capitaine, vit qu'il avait tellement enchanté le monde, qu'il était regardé de toute l'armée comme un chef envoyé de Dieu pour la protection de l'indépendance, commença à s'apercevoir qu'il pouvait encore les pousser plus loin. Je ne vous raconterai pas la suite trop fortunée de ses entreprises, ni ses fameuses victoires dont la vertu était indignée, ni cette longue tranquillité qui a étonné l'univers. C'était le conseil de Dieu d'instruire les rois à ne point quitter son Eglise.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

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All competitions must reach the Office by the first post on October 16, addressed "Prize Editor," THE JOURNAL OF EDUCATION AND SCHOOL WORLD, 3 Ludgate Broadway, London, E.C. 4.

FREE PUBLIC LECTURES.

[Under this heading a list of free public lectures of especial interest to teachers will be published month by month. The figure in parentheses indicates the number of a lecture if it is one of a series. Titles of lectures for possible insertion in this list should be received at the Journal Office not later than the middle of the month preceding that in which the lecture is to be delivered.]

OCTOBER 3

GRESHAM COLLEGE, at 6.—Mr. Foster Watson : Rhetoric (Gresham Lecture) (1). Also on October 4, 5, and 6.

ST. PAUL'S CHURCH OF ENGLAND SCHOOLS, HAMMERSMITH, at 6.—Rev. Prebendary Osborne : The Message of the Old Testament Prophets (1). Also on October 10, 17, and 24.

OCTOBER 4

UNIVERSITY COLLEGE, at 5.—Mr. H. G. Spearing : The Mainsprings of Ancient Art.

SIR JOHN CASS SCHOOLS ALDGATE, at 5.30.—Rev. Prebendary Osborne : The Message of the Old Testament Prophets (1). Also on October 11, 18, and 25.

UNIVERSITY COLLEGE, at 5.30.—Prof. Jones : Standard English Pronunciation (1).

UNIVERSITY COLLEGE, at 2.30.—Prof. Flinders Petrie : Social Life in Egypt.

UNIVERSITY COLLEGE, at 4.—Mr. T. G. Pinches : Babel and its Gods (1). Also on October 5, 12, and 19.

UNIVERSITY COLLEGE, at 5.—Prof. F. Y. Eccles : Molière (1).

OCTOBER 5

KING'S COLLEGE, at 5.30.—Prof. H. Wildon Carr : The New Method of Descartes and the Problems to which it gave rise (1).

LONDON SCHOOL OF ECONOMICS, at 5.—Prof. Vaucher : Le rôle de l'Angleterre dans la formation de la démocratie Française contemporaine.

OCTOBER 6

KING'S COLLEGE, at 5.30.—Prof. H. Wildon Carr : The New Method of Descartes and the Problems to which it gave rise (2).

UNIVERSITY COLLEGE, at 5.30.—Prof. R. W. Chambers : Concerning great Teachers of the English Language.

BIRKBECK COLLEGE, at 6.—Prof. J. P. Unstead : Problems of the Pacific, its lands and peoples (2). Also on October 13, 20, and 27.

OCTOBER 9

UNIVERSITY COLLEGE, at 5.—Prof. G. Elliot-Smith : The Beginnings of Science.

KING'S COLLEGE, at 5.30.—Prof. G. B. Jeffery : Einstein's Theory of Relativity.

OCTOBER 8

MARY WARD SETTLEMENT, TAVISTOCK PLACE, at 8.30.—Mr S Gardner : Gothic Architecture in England.

OCTOBER 10

UNIVERSITY COLLEGE, at 3.—Prof. E. A. Gardner : Characteristics of Greek Art.

UNIVERSITY COLLEGE, at 5.—Prof. C. Spearman : The Nature of Intelligence.

KING'S COLLEGE, at 5.30.—The Rev. P. Dearmer : 15th and 16th Century Art, The Van Eycks to Raphael ; Architecture (1).

KING'S COLLEGE, at 5.30.—Sir Bernard Pares : Contemporary Russia from 1861 : Sketch of Russian History (1).

GRESHAM COLLEGE, at 6.—Mr. W. Blake Odgers : Law (Gresham Lecture) (1). Also on October 11, 12, and 13.

(Continued on page 660.)

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 KING'S COLLEGE, at 5.30.—Prof. H. Wildon Carr: The New Method of Descartes and the Problems to which it gave rise (3).
 LONDON SCHOOL OF ECONOMICS, at 6.—Baron Meyendorff: The Basis of Russia's Credit abroad.
 OCTOBER 13.
 UNIVERSITY COLLEGE, at 5.—Prof. T. Borenus: Early Christian Art.
 UNIVERSITY COLLEGE, at 5.15.—Mr. B. S. Rowntree: Unemployment.
 KING'S COLLEGE, at 5.30.—Prof. H. Wildon Carr: The New Method of Descartes and the Problems to which it gave rise (4).
 KING'S COLLEGE, at 5.30.—Mr. R. W. Seton-Watson: Austria-Hungary from 1867-1918; Dualist Settlement of 1867 (1).
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 UNIVERSITY COLLEGE, at 5.—Mr. W. F. G. Sandwith: St. Bartholomew the Great.
 KING'S COLLEGE, at 5.30.—Mr. Carl Tancred Borenus: Spanish Art (1). Also on October 23 and 30.
 OCTOBER 17.
 KING'S COLLEGE, at 5.30.—The Rev. P. Dearmer: 15th and 16th Century Art, The Van Eycks to Raphael; Architecture (2).
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 GRESHAM COLLEGE, at 6.—Mr. A. R. Hinks: Astronomy, (Gresham Lecture) (1). Also on October 18, 19, and 20.
 OCTOBER 18.
 KING'S COLLEGE, at 5.30.—Miss Philpots: Scandinavian Influence on British History (2).
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 OCTOBER 19.
 KING'S COLLEGE, at 5.30.—The Rev. W. R. Matthews: Problems of Immanence; some reactions between Philosophy and Theology (1).
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 OCTOBER 20.
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 OCTOBER 25.
 UNIVERSITY COLLEGE, at 3.—Prof. E. G. Gardner: The Arthurian Legend.
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 OCTOBER 26.
 KING'S COLLEGE, at 5.30.—Prof. H. Wildon Carr: The New Method of Descartes, and the Problems to which it gave rise (7). Also on October 27, November 2 and 3.
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3. **Near London.**—A high-class Ladies' Boarding School situate in fine premises standing in a well-wooded park amid delightful surroundings. About 32 girls to be handed over at 50 to 60 guineas a term. Receipts about £8,000 p.a. Vendors, retiring, will transfer only to a lady capable of carrying on with success this high-class establishment. Goodwill by Capitalisation Fee and Furniture at valuation; £2,000 need only be paid down.
4. **Within one hour of town.** Flourishing Girls' Boarding and Day School. Vendor retiring. 42 Boarders at 60 guineas p.a. and extras. 11 Day Pupils. Receipts, £3,109. Premises specially built for a school. Rent only £150. Goodwill, £850, or at Capitalisation Fee. School Furniture at valuation.
5. **Seaside, South.**—Good-class Gymnastic and Dancing Connexion for sale, consisting of private pupils and schools. September receipts 1920 to 1921, £480 4s. 3d., 1921 to 1922 (approx.), £543. Profits, £365 17s. 4d. and £420 (approx.). One large Gym., well equipped, 2 small dressing-rooms, and basement (easily sub-let). Rent only £50. Small houses and flats can be secured. Goodwill, very good Plant and equipment, £500. Sound investment for one or two ladies.

For particulars of other Departments apply to the Secretary.

Nearest Stations: South Kensington and Gloucester Road.

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Subscription, 8s. per annum. Entrance fee, 4s.

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ESTABLISHED 1833.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.Telegraphic Address :
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London.**SCHOOL TRANSFER DEPARTMENT.**Telephone :
Gerrard 7021.**SCHOOLS TRANSFERRED AND VALUED.****Partnerships arranged. NO commission charge to purchasers.***Applications from intending purchasers are solicited for the following properties :***Girls' Schools.****YORKSHIRE.**—Partner required in high-class Boarding and Day School. 18 boarders. 27 day pupils. Gross receipts, £3,200. Quarter share £400; half share £800.—No. 7,375.**LONDON.**—Lady required as Partner to take management of school staff house. To invest about £1,000.—No. 7,371.**NORTH WALES.**—High-class Boarding School. Gross receipts nearly £4,000, net profits £500 exclusive of living expenses of vendor. 25 boarders. Splendid opportunity in old-established school. Goodwill about £1,000.—No. 7,330.**ESSEX, SEASIDE.**—Boarding and Day School. 20 boarders, 25 day pupils. Gross receipts about £2,500; net profits about £700. Goodwill about £800.—No. 7,340.**BEDFORDSHIRE.**—Boarding and Day School. Gross receipts over £3,000; net profit £585. 42 boarders; 13 day pupils. Goodwill about £1,000.—No. 7,338.**LONDON, S.W.**—Day School with a few boarders. Gross receipts £750. Goodwill about £250.—No. 7,368.**HOME COUNTY.**—Transfer or Partnership. High-class Boarding School for Girls. Gross receipts about £8,000. About 38 boarders at £83 a term. Price for goodwill, school and household furniture about £5,000; half share about £2,000. Splendid premises and grounds.—No. 7,334.**SCOTLAND.**—Boarding and Day. Gross receipts £3,600; net profits £740. 19 boarders, 6 weekly boarders; 20 day pupils. Goodwill, school and household furniture, £900.—No. 7,342.**SHROPSHIRE.**—Partner required in Boarding and Day School. 22 boarders, 20 day pupils. Gross receipts about £400 a term. Price for half share of profits and furniture £800.—No. 7,370.**YORKS, SEASIDE.**—Boarding and Day. Gross receipts nearly £1,600, net profits nearly £300. Number of boarders 14; 46 day pupils. Goodwill about £550. Furniture at valuation.—No. 7,356**School Premises.****ISLE OF WIGHT.**—For disposal, house containing 30 bedrooms, 3 bath rooms, 2 reception rooms, and complete domestic offices. Gardens of about 2 acres. Suitable for Girls' or Boys' School. Price £6,000 freehold—£2,000 down and balance on mortgage at 4½ per cent. Ideal situation.Full particulars of above and other Schools, **free of charge**, on application.**Messrs. GRIFFITHS, POWELL & SMITH** will be pleased to advise, **free of charge**, any Principal wishing to dispose of a School or take a partner in same. **The Transfer Department** is under the direct management of the Head of the Firm. All communications received in strict confidence.

FOR SALE.—An old-established boarding school for girls in Switzerland, containing between 20 and 25 boarders paying fees about £12 10s. per month. House was specially built for its purposes and has every modern convenience—central heating, electric light, general shower and bathrooms, large schoolrooms, gymnasium, studio, music room, &c. Each bedroom has a dressing room attached, with water laid on; 30 boarders could be accommodated besides Principals and staff. For the entire goodwill, furniture, and equipment about £1,500 is required. Property would be sold or let on lease.—For further particulars, apply T 3421, c/o. TRUMAN & KNIGHTLEY, LTD., School Transfer Agents, 61 Conduit Street, London, W. 1.

POSTS VACANT**SCHOLASTIC, CLERICAL, AND MEDICAL ASSOCIATION, LTD.**

THE above Association is in a position to offer to well qualified ladies and gentlemen first-rate Scholastic Appointments in all parts of the country. Candidates should write with full particulars as to age, qualifications, experience, &c., &c., to GENERAL MANAGER, 12 Stratford Place, Oxford Street, W. 1. No charge for registration.

INSPECTORSHIPS.**LONDON COUNTY COUNCIL.**

Applications are invited for the position of Chief Inspector in the Education Officer's Department. Salary £1,100 a year rising by annual increments of £50 to a maximum of £1,250 a year plus a temporary addition making the probable total commencing salary at time of appointment of £1,350. Apply Education Officer (C.1), The County Hall, Westminster Bridge, S.E.1 (stamped addressed foolscap envelope necessary) for form of particulars to be returned not later than October 14, 1922. Preference given to candidates who have served or attempted to serve with H.M. Forces. Canvassing disqualified.

JAMES BIRD,
Clerk of the London County Council.**Posts Vacant—continued.****HEADSHIPS.****KENNINGTON SECONDARY SCHOOL** (Church of England).

Halsmere Road, Camberwell, S.E. 5.

(Founded by the late Canon C. E. BROOKE.)

Applications are invited for the post of Head Mistress of the above named School to take up duties at the beginning of Summer Term, 1923.

The School is a Recognized Secondary School under the regulations and inspection of the Board of Education and aided by the London County Council. Its accommodation is 200. Salary according to the L.C.C. Scale.

Candidates for the post must be graduates of a University of the United Kingdom.

Applications, stating age, qualifications, and experience, together with copies of not more than three testimonials, should be sent to the Chairman of Governors:

The REV. A. H. HOWE BROWNE,

The Vicarage, Vassall Road, S.W. 9.
Not later than October 15.**COLSTON'S BOARDING SCHOOL, STAPLETON, BRISTOL.**

The Head Mastership of this Secondary School, regulated by a Scheme of the Board of Education, is vacant and the Governors invite applications for the post.

Candidates must be graduates of a University in the United Kingdom or hold equivalent qualification and must not be over forty years of age. Salary £600 per annum, rising to £800 and Free Board, Service and Residence for Head Master and family. The School has accommodation for 200 boys.

Forms of application and further particulars may be obtained from the undersigned, by whom Applications should be received not later than Wednesday, November 1, 1922.

W. W. WARD,
Clerk to the Governors,
Merchants' Hall, Bristol.**Posts Vacant—continued.****MISTRESS-SHIPS.****CARDIFF EDUCATION COMMITTEE.****HOWARD GARDENS MUNICIPAL SECONDARY GIRLS' SCHOOL.**

ART MISTRESS required, at half-term or in January next. Candidates must hold the Associate-ship of the Royal College of Art or the new Art Teaching Certificate of the Board of Education.

Salary Scale—£225 per annum, rising by £15 yearly to £300 per annum, and then by £12 yearly to a maximum of £415 per annum. Previous experience up to five years may be taken into consideration when fixing the initial commencing salary. This scale is subject to a 3 per cent deduction if the salary receivable be in excess of Burnham Scale, provided that such deduction does not reduce the salary below Burnham Scale.

The successful candidate will be required to pass satisfactorily a medical examination to be conducted by the Committee's Medical Examiner of Teachers at Cardiff before commencing duties, and to contribute under the Local Pension Scheme if not accepted under the School Teachers' (Superannuation) Act, 1918.

Application forms, obtainable from the undersigned, must be returned not later than October 16, 1922.—JOHN J. JACKSON, Director of Education, City Hall, Cardiff.

HARROGATE COLLEGE.—Re-

quired in January. Second Science Mistress (resident); Botany, General Elementary Science, and possibly some Geography. Salary, Burnham Scale.—Apply, giving full particulars, to Head Mistress.

ASSISTANT MISTRESS required

in January, to teach French in large Private School near London. Non-resident or resident.—Address No. 11,281.*

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, Three Ludgate Broadway, E.C. 4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

Posts Vacant—continued.**Croydon High School**

(G.P.D.S.T.),

WELLESLEY ROAD, CROYDON.**Mathematical Mistress
required in January next.**

Honour Degree qualification and experience essential. Advanced Course Work. Burnham Scale.

Apply to HEAD MISTRESS.

GENERAL.

LADY HOUSEKEEPER required as soon as possible for important Girls' Day School in the North of England. 360 pupils and a staff of 26. The housekeeper takes charge of all domestic arrangements, cleanliness of buildings, school dinner, out-door and indoor servants. She superintends and lives at a hostel for a few members of the staff. Similar experience in a School or College is essential. Salary £130 to £150 resident.—Address No. 11,279. *

Posts Wanted.

TEACHER (Certificated), wishes post in Private or Secondary School to teach Hygiene and Physiology, and Needlework.—Address No. 11,274. *

FRENCH Lady (25), University Training, three years' experience in England, able to teach Phonetics, Grammar, Translation, Literature, and History, desires post in English School at once. Resident or non-Resident. Apply Mlle. J. BRUN, Rue Manuel, Barcelonnette (Basses-Alpes), France.

WELL educated young French lady, with knowledge of English and teaching experience, desires a post in a School or family in Spain (Madrid, Valladolid, Barcelona).—Mlle. MIDENER, Dommartin le Saint Père (Haute-Marne), France.

QUALIFIED ART MISTRESS, 11 years' experience, desires visiting post 3 or 4 days weekly at Secondary or Private School in January. Modern methods; could undertake lecturing; would take dual post. South or West preferred.—Write B., 82 Lambton Road, W. Wimbledon, S.W. 20.

ASSISTANT MISTRESS, B.A., requires post. Subjects: English, History, Literature. Subsidiary: Junior Mathematics. Small salary. Address No. 11,278. *

ART MISTRESS requires post. Board of Education Art Master's and Art Teacher's Certificates, Needlework, Wood Carving. Preparation for all Drawing Examinations, including Abnett's, Oxford and Cambridge Locals, &c.—Address, L. KNIGHT, Stapleley, Nantwich, Cheshire.

LANGUAGE MISTRESS (Graduate). Fluent French, German, Russian (acquired in respective countries), also good Italian and Latin, Literature, Mathematics. 13 years' experience.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

ASSISTANT MISTRESS (B.A.), London, Cambridge Teacher's Diploma, Mathematics (special subject). Also English, Classics, Elementary Botany, Abnett's Drawing (certificated). Experience. Resident or non-Resident.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, Three Ludgate Broadway, E.C. 4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

MESSRS. GRIFFITHS, POWELL & SMITH,

Educational Agents (Established 1833).

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.For many years at
34 BEDFORD STREET, STRAND, and 22 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.**TO ASSISTANT MISTRESSES.
Immediate and January (1923) Vacancies.**

Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and Music, Kindergarten, and other Teachers seeking immediate appointments in Secondary and high-class Private Schools (Boys' and Girls'), or for the term commencing in **January next**, are invited to apply at once to Messrs. GRIFFITHS, POWELL & SMITH, as above, who will send immediate notice of all the most suitable Posts.

CANDIDATES SHOULD STATE FULL DETAILS AS TO THEIR QUALIFICATIONS AND ENCLOSE COPIES OF TESTIMONIALS.

SCIENCE MISTRESS (Graduate) required in January. Chief subjects, Chemistry, Subsidiary Arithmetic, and Botany. Min. salary, resident, £160; or non-res., £260. Private Secondary School, 240 pupils; staff of 18 Mistresses. (Midlands.)—No. 1,806.

ASSISTANT MISTRESS wanted (Graduate) in January. Must be experienced and able to take French and Geography as special subjects. Salary up to £130 res. (Hants.)—No. 1,805.

SCIENCE MISTRESS required at once for Convent School in London. Chemistry and Botany with some subsidiary subjects. Salary according to qualifications. R.C. essential.—No. 1,803.

ARGENTINE.—MUSIC MISTRESS required to enter on duties in March, 1923. Must be a practical teacher and hold a recognized Music Degree. Piano, Theory, Harmony, Class Singing, and Games. Salary up to £150 res., with laundry and medical attendance. First class passage out.—No. 1,802.

ASSISTANT MISTRESS wanted in January for Mathematics and Arithmetic. Churchwoman essential. Salary according to qualifications and experience. (Midlands.)—No. 1,799.

ASSISTANT MISTRESS wanted in January to teach (English Language and Lit.) to Camb. Higher Local. Geography to Matric. Standard, and either Latin or Arith. for Junior Camb. Degree, or equivalent desirable. Salary up to £130 res. (Hants.)—No. 1,797.

ASSISTANT MISTRESS wanted at once. Graduate if possible, for English and History. Salary £100 res. R.C. essential. (Dorset.)—No. 1,795.

ASSISTANT MISTRESS wanted at once to teach French in several Forms, the highest preparing for Lond. Matric., and to help with Middle Form

English. Graduate desirable, but not essential. Salary £120 res. R.C. essential.

ASSISTANT MISTRESS wanted at once for usual English, including Mathematics and Physical Geography. Salary £90 to £100. (Dorset.)—No. 1,790.

FORM MISTRESS required immediately for Senior Mathematics and English History. Salary about £120 res. (Essex.)—No. 1,786.

ASSISTANT MISTRESS (Graduate if possible) for Mathematics and English, Botany, History, or Elocution des. Salary £100 res.

HISTORY MISTRESS wanted in January for Public High School in West of England. Must be a Graduate of Oxford, Cambridge, or London. Latin and Scripture subsidiary. Salary according to qualifications and experience. Churchwoman essential.—No. 1,783.

Also a **KINDERGARTEN MISTRESS** wanted in January for same School, Higher. N.F.U. and a Churchwoman essential. Salary according to qualifications.—No. 1,782.

SCIENCE MISTRESS wanted, B.Sc. or equivalent, to teach Mathematics to Matric. Standard, and if possible Geography and Elem. Science. Salary £120 res. R.C. essential.—No. 1,778.

SENIOR ASSISTANT MISTRESS wanted for English, History, and Modern Geography to Senior Camb. and Matric. Standard. Salary about £100 res. (Kent.)—No. 1,776.

S. AFRICA.—ASSISTANT MISTRESS wanted. Graduate, for Mathematics. Salary £150 and passage paid. Church of England essential.—No. 1,772.

ASSISTANT MISTRESS wanted for Mathematics, Latin, and General Form subjects. Salary £120 res. (Sussex.)—No. 1,750.

A large number of other resident and non-resident vacancies in Public and Private Schools for English and Foreign, Senior and Junior, Assistant Mistresses.

Numerous posts for Junior Mistresses asking salaries from £35 to £50 resident.

Student-Governesses also required for superior Schools on mutual terms, namely: Board-Residence, and Educational advantages in return for services.

Particulars of suitable Appointments in Public and Private Schools will be sent by Messrs. GRIFFITHS, POWELL & SMITH to English and Foreign Assistant Mistresses and to Student Governesses on application. Full details as to qualifications and copies of testimonials should be sent.

SCHOOLS TRANSFERRED AND VALUED.

Please see page 663 for brief particulars of some of the Schools Messrs. Griffiths, Powell & Smith now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent gratis to intending purchasers, to whom no Commission will be charged.

12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.
Telegraphic Address: "Scholasque, Westrand, London." Telephone: Gerrard 7021.

Posts Wanted.—continued.

AS **KINDERGARTEN AND LOWER FORM MISTRESS** (pupils up to 12 years). Higher N.F.U. Certificate. Literature, Scripture, Geography, History, Mathematics, Nature Study, Drawing. Six years' experience. Age 25.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

DOMESTIC SCIENCE MISTRESS or **LADY HOUSEKEEPER** (28). Solicitor's daughter. Holds Teacher's Diploma for Domestic Science (Cookery, Laundry, Housewifery, Dress-making). School experience.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W.1.

EXPERIENCED family doctor, recently demobilized, seeks post as Resident Medical Officer to Preparatory or Public School.—M.D., 3 Mount Tamar Villas, St. Budeaux, Plymouth.

REGISTERED TEACHER. French Diploma, Latin, Subsidiary subjects. Seeks post, private or Secondary School.—Miss GROSSMITH, 8 Alexandra Road, West Southbourne, Bournemouth.

For Sale; School Transfers, Partnerships, &c.**WANTED TO PURCHASE.**

BOYS' and GIRLS' SCHOOLS in all parts of the Country. None but bona-fide Purchasers introduced. Ladies and Gentlemen wishing to dispose of their Schools should write with full particulars to **GENERAL MANAGER:—Scholastic, Clerical, and Medical Association, Limited**, 12 Stratford Place, Oxford Street, W.1.

FOR SALE.—A large day and boarding school for boys, in healthy residential suburb of London. Nearly 250 pupils, including a few boarders. Gross receipts over £2,500, producing a good profit. Premises, with school building and gymnasium attached, stand in 14 acres, and are the property of the Vendor, who will let them at £225 per annum. Goodwill, £1,500, or near offer. Furniture at valuation.—For further particulars, apply T 3375, c/o. TRUMAN & KNIGHTLEY, LTD., School Transfer Agents, 61 Conduit Street, London, W.1.

ASSISTANT MISTRESSES AND GOVERNESSES.

Messrs. GABBITAS, THRING & CO.,

36 SACKVILLE STREET, LONDON, W. 1,

Invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

This Agency, which is under distinguished patronage, has been established over 40 years.

The following are some of the Vacancies for Assistant Mistresses for the September, 1922, and January, 1923, Terms, for which MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:

General Form Mistresses.

GENERAL FORM MISTRESS required for the coming term to teach General Subjects up to Senior Cambridge Standard, in a Girls' Middle-Class School in the Home Counties. Salary offered about £100 to £120 per annum, together with board and residence.—No. 22,165.

HISTORY SPECIALIST required in September for a large Dual School in North Wales. Graduate essential. The post is a non-resident one and salary according to the Burnham Scale.—No. 22,073.

SENIOR MISTRESS required in September for a Girls' Private School in the Eastern Counties. She should be able to teach Mathematics and Modern Geography. Graduate essential. Salary offered up to £130 per annum, resident.—No. 21,990.

ASSISTANT MISTRESS required in September for a high-class Girls' Boarding School in the Home Counties, to teach Geography and Scripture. The post will be a resident one and a good salary offered according to qualifications and experience.—No. 21,854.

ASSISTANT MISTRESS required in September at a Girls' School in North Wales, to teach Advanced French, Geography, and Arithmetic. Post non-res. and salary offered about £200.—No. 22,150.

Mathematical and Science Mistresses.

ASSISTANT MISTRESS required in January for an important Girls' School in the North of England, to teach Mathematics. Graduate essential. Salary offered from £150 per annum, resident according to qualifications and experience.

ASSISTANT MISTRESS required in January for a Girls' School in the Midlands, to teach Mathematics and Arithmetic up to Senior Local Standard. The post will be a resident one and salary offered according to qualifications and experience.—No. 22,185.

MATHEMATICAL AND SCIENCE MISTRESS required in September for an important Girls' School on the South Coast. Salary offered about £150 per annum, resident.—No. 21,890.

GEOGRAPHY SPECIALIST required for a large Girls' Secondary School in Wales. Graduate essential. The post is a non-resident one. Salary offered according to the Burnham Scale.—No. 21,702.

SENIOR MATHEMATICAL MISTRESS required in a Girls' Private School on the South Coast. Graduate essential. Salary offered about £120 per annum, resident.—No. 22,007.

ASSISTANT MISTRESS REQUIRED in September for a Girls' Private School on the Stnch-West Coast, to teach Mathematics, together with English as a subsidiary subject. Salary offered £90 to £100 per annum, resident, according to qualifications and experience.—No. 21,938.

SECOND SCIENCE MISTRESS required in January at a high class Girls' School in North of England. Special subjects Botany and General Elementary Science. Post is res. and salary according to Burnham Scale.—No. 22,216.

ASSISTANT MISTRESS required immediately at a high class Girls' School in Home Counties, to teach Mathematics as a chief subject. Geography or Science as subsidiary subjects would be a recommendation. Salary offered up to £135 resident.—No. 22,206.

Boys' Preparatory and General Junior Mistresses.

KINDERGARTEN MISTRESS required in September for a Girls' Private School in the Eastern Counties. Her subjects should include Handwork and Music. Salary offered about £80 per annum.—No. 21,685.

JUNIOR MISTRESS required for a Girls' Private School in the North of England. Salary offered from £60 per annum, resident.—No. 22,020.

ASSISTANT MISTRESS required immediately in Girls' High School in the Midlands, to take charge of the Kindergarten Department. Salary offered according to qualifications and experience.—No. 22,215.

ASSISTANT MISTRESS required in January for a Boys' Preparatory School in the Home Counties. Must offer good Music and some subsidiary subjects, preferably French and German. Salary about £100 resident.—No. 22,220.

ASSISTANT MISTRESS required immediately in high class Boys' School in Home Counties to teach Music and General Elementary subjects. Salary £100-£150 per annum res.—No. 22,207.

JUNIOR MISTRESS required immediately for a Convent within easy reach of London, to help the Kindergarten Mistress. Candidate appointed must be a Roman Catholic. The post will be resident and small salary offered.—No. 22,169.

MISTRESS required in October for a small Private Home School in Kent. Post is suitable for a young girl wishing to gain experience in teaching. Salary offered £30-£40 resident.—No. 22,163.

Modern Languages and Foreign Mistresses.

VISITING MISTRESS required for a high-class Girls' Private School in the Home Counties. She should hold her Modern Language degree. Terms by arrangement.—No. 22,180.

ASSISTANT MISTRESS required in September for a Roman Catholic Convent in the London area, to teach Latin and French up to Matriculation Standard. Graduate essential. Salary offered from £100 to £120 per annum, resident, according to qualifications and experience.—No. 22,155.

ASSISTANT MISTRESS required in September for a Coaching establishment in the Home Counties. The candidate appointed should hold a good degree and be able to teach French and German up to a high standard. Salary offered from £150 to £200 per annum, resident, according to qualifications and experience.—No. 22,154.

ASSISTANT MISTRESS required in September for a Recognized Secondary School in the North of England, to teach French in the Middle and Upper Forms. Graduate essential. The post will be a non-resident one and salary offered according to the Burnham Scale.—No. 21,963.

ASSISTANT MISTRESS required in February for a Girls' School in New Zealand. Must be able to teach good French. Salary according to qualifications and experience.—No. 22,054.

ASSISTANT MISTRESS required immediately in Boys' Preparatory School in Home Counties. Must be able to teach French up to Scholarship Standard.—No. 22,040.

Music and Art Mistresses.

ASSISTANT MISTRESS required for a Private School in the South-West Counties to teach Drawing and Painting. The candidate appointed should be able to prepare candidates for the R.D.S. examination. Salary offered £55 per annum, together with board and residence.—No. 21,960.

SENIOR MUSIC MISTRESS required for a high-class Girls' Private School on the South Coast. The post will be a resident one and a good salary will be offered according to qualifications and experience.—No. 22,142.

MUSIC MISTRESS required for a Roman Catholic Convent in Scotland, to teach Pianoforte and Violin, with Class Singing if possible. A Roman Catholic will be preferred, but this is not essential. Salary offered about £75 per annum, resident.—No. 22,146.

MUSIC MISTRESS required in September for a Girls' Private School in the North of England, to teach Pianoforte, Violin, and Singing. Salary offered from £90 to £100 per annum, resident, according to qualifications and experience.—No. 21,969.

MUSIC MISTRESS required for a Girls' Private School in the Eastern Counties to teach Pianoforte and Violin, together with Aural Culture and Class Singing. Salary offered £100 per annum, resident.—No. 21,835.

MUSIC MISTRESS required in January for an important Girls' Boarding School in the North of England, to teach Pianoforte, Class Singing, Aural Culture, and Elocution. The appointed candidate must be a member of the Church of England. The post will be a resident one and salary according to the Burnham Scale.—No. 21,538.

VISITING MISTRESS required immediately for Girls' School within easy reach of North London. There will probably be enough work to occupy a Mistress' whole time. Salary offered about £100 per annum.—No. 22,199.

JUNIOR MUSIC MISTRESS required immediately for Girls' School in North of England. Post suitable for young girl wishing to continue her own musical studies. Small salary offered together with board and residence.—No. 22,161.

MUSIC MISTRESS required immediately for Girls' School in Home Counties to teach Pianoforte and Class Singing. Salary offered £55 to £60 per annum according to qualifications and experience, together with board and residence.—No. 22,081.

ART MISTRESS required in February for Girls' School in New Zealand. Must be able to teach Art and Handicrafts. Salary offered according to qualifications and experience.—No. 22,055.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications, and experience, and enclosing copies of their Testimonials.

A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION**, and no Fee of any kind is due unless an Appointment be obtained through the Agency.

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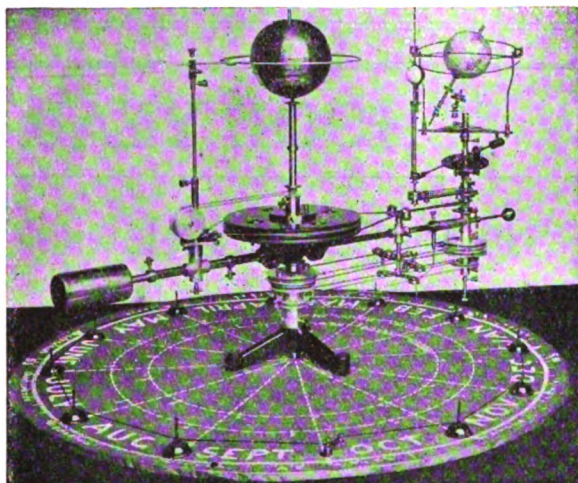
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AS in the war of 1870-1, Germany, though victorious, was so afraid of French aggression that she took from her Alsace and half Lorraine "for security," so now, though France and her allies have beaten Germany to the ground, the French Republic is insisting on a policy of crippling her enemy lest she should suddenly attack her and undo the settlement of Versailles. How old is this mutual hostility of these two Powers? It dates back over a thousand years and began as soon as there was a France and a Germany in any modern sense; when in 843 the grandsons of Karl the Great (Charlemagne) divided the dominions of their grandfather, one of them took Germany, another France, and the third, Lothar, took a narrow strip of territory between them, extending from the North Sea to the middle of Italy, a strip named after him Lotharingia, a word which has become Lothringen and Lorraine.

The arrangement did not last long, and the various parts of this strip have had a varied history; the original cantons of Switzerland gradually made good their independence of their Austrian lords in the fourteenth century, and later gathered into their confederation the other States which form the Helvetic republic, the cities of northern Italy practically made good their independence of the German emperors and started on a tangled career of mutual rivalry and foreign conquest, which ended only in the nineteenth century with the formation of the kingdom of Italy; and the Netherlands had a history which ended in the formation of the kingdoms of "Holland" and Belgium.

For a time, in the fifteenth century, there was a dynasty of count-dukes which, in the person of Charles the Bold, held a large territory, including the Netherlands, Lorraine, &c., but when Charles died in battle against the Swiss in 1477 all his possessions, except the Duchy of Burgundy, went with his daughter to the Hapsburg house of Austria, and thus came to belong to the Emperor Charles V, who in turn gave them to his son, Philip II of Spain; how Philip lost the seven northern Netherland provinces but kept the southern ones (Belgium) is a well-known story. Now it is the possession of Belgium and the Rhinelands which lie between Belgium and Switzerland that has been the cause of long wars between France and her western neighbour, wars of the French monarchy, wars of Napoleon, and those two wars which some of us can remember, the first of which established the German Empire, the second of which has overthrown it. The two, France and Germany, face one another across the Rhine, they are mutually suspicious, and it will take all the wisdom of Europe, all the force of the League of Nations, and of all the peace-loving peoples of Europe to heal the long-lived wound. We pray that they may prevail.

REVIEWS AND MINOR NOTICES.

NINETEENTH CENTURY BRITAIN.

The Change to Modern England (From 1750): An Introductory Survey. By H. ALLSOPP. (3s. Nisbet.)
British History in the Nineteenth Century (1782-1901). By G. M. TREVELYAN. (12s. 6d. Longmans, Green.)
A History of England and the British Empire. In Four Volumes. Vol. IV, 1802-1922. Second Edition. By A. D. INNES. (8s. 6d. Rivington.)
A History of England: The Nineteenth Century and After, 1815-1921. By C. E. ROBINSON. (5s. Methuen.)

The importance of history in the culture of citizenship, and the dominant interest of the nineteenth century to students of current politics, explain the simultaneous appearance of these four volumes, all of which cover large tracts of one and the same ground. True, they have slightly different starting points. Mr. Allsopp, whose concern is mainly with social and economic phenomena, starts from the peaceful rural England of the middle of the eighteenth

century and follows the course of the industrial revolution until he reaches modern times. Mr. Trevelyan, who inherits Macaulay's political tradition, begins with the collapse of George III's personal Government in 1782 and traces the growth of democracy and the expansion of the British Empire to the death of Queen Victoria. Mr. Innes takes up a story which he had already carried down to 1802, when an interval occurred in the great wars with the French, and he pursues a general narrative in which all prominent national activities are touched upon, until he reaches the Irish Settlement of January, 1922. Mr. Robinson's volume is also the fourth of a series, the previous member of which has carried the story of Britain and the Empire to the cardinal year 1815. If, however, the starting points of these books differ, and if to some extent different aspects of history are emphasized in them, nevertheless there is an impressive unanimity in respect to the events and the movements which are of primary significance during the course of the wonderful century under review.

Mr. Allsopp, who is introduced by the benevolent Master of Balliol, is singularly successful in tracing in a concise and luminous sketch the course of the transition from the old to the new order in England. This little book forms an admirable text-book for those who wish to make a beginning of the study of recent industrial history.

Mr. Trevelyan is not quite so happy as usual in his style. He is working on a scale too minute for his fine pictorial art. He has no room for vivid word-painting. His narrative, indeed, suffers from some disproportion as well as from excessive compression. The period from the death of Palmerston to the death of Victoria is very summarily treated. The best and most characteristic chapters are the opening ones, in which first a description of the rural England of 1782 is given, and secondly an account of the rapid transformations of the half century which ended with the Reform Act of 1832 is presented. Mr. Trevelyan writes of this period with the fullness of knowledge which his recent study of Earl Grey's career has made his own. The volume, as a whole, however, makes a strong appeal to the general reader, and it will no doubt enjoy a wide and useful popularity.

Mr. Innes' four-volumed history of Britain and the Empire is too well-known, and too highly appreciated, to require any extended notice. The volume before us is merely a second and enlarged edition of one which appeared originally in 1915. Two appendices bring the record of events up to the present day.

Mr. Robinson's volume completes the task which has occupied its author several years. The narrative which Mr. Robinson presents, unlike Mr. Trevelyan's, grows in fullness as it approaches the latest times. In particular the accounts of the Great War and the Peace Settlement are excellent in their completeness and balance.

All four volumes can be cordially commended to those who are anxious to furnish their school libraries with sound and interesting works bearing upon the nineteenth century.

AMERICAN UNIVERSITY INSTITUTIONS.

Universities and Scientific Life in the United States. By Prof. M. CAULLERY. Translated by J. H. WOODS and E. RUSSELL. (10s. 6d. net. Cambridge: Harvard University Press. London: Milford. Oxford University Press.)

The value of this book is that it gives a Frenchman's views of American University education. Opinion is so divided on this matter among ourselves that a neutral estimate is very welcome. On the whole, it is highly favourable to the transatlantic institutions of higher learning, though Prof. Caullery is rather doubtful about secondary education, which he regards as the weak link in the American system. He is at some pains to make his position clear. To begin with, he points out in this translation that the original was written for French consumption and accordingly contains certain adverse criticisms of the educational

system of his country that may be misunderstood by outsiders. One may deal faithfully with one's own, and yet may not like others to take our strictures at their face value. Then he is anxious that he should not be thought to pretend to have discovered America. He admits that many people know all that he has put down here, but then there are many more who do not. As a matter of fact, he makes an illuminating presentation of the whole subject that will be read with profit even by those who are familiar with the American universities and scientific institutions. It is to be regretted that the translation has been so long in appearing, but we must accept the convincing explanation that the delay was caused by the loss of the original MS. in the Atlantic during the war. The consequence is that the statistics are far from up-to-date. But the value of the book does not consist in its figures but in its atmosphere. The personal reaction of a biologist of first-rate rank, a professor in the Sorbonne, is enlightening. He is not merely a man of science but a man of affairs, with a keen interest in education at all grades. He has the practical Frenchman's capacity for seeing things as they really are. In particular he looks at the American child with a critical if tolerant eye. Those teachers who are depressed by the demands of the "emancipationists" will find the other side well represented in these pages.

A CYCLOPÆDIA OF APPLIED PHYSICS.

A Dictionary of Applied Physics. In Five Volumes. Vol. I, Mechanics—Engineering—Heat. Edited by Sir RICHARD GLAZEBROOK. (6js. net. Macmillan.)

Sir Richard Glazebrook and his collaborators, together with the publishers, are to be congratulated on the issue of the first volume of this important work. Whilst chemistry, both in its theoretical and in its practical aspects, has long been served by useful dictionaries, the sister science of physics has been less adequately recognized, and no similar work of reference has assisted the investigator. The establishment of the National Physical Laboratory in 1900 marked an important step in the application of physics to industry, and the value of the work done under Sir Richard Glazebrook as Director is now universally recognized. "The results of the labours of the past are, for the most part, scattered in the *Proceedings* of learned societies or stored in the brains of the active workers to whose efforts they are due." It is the object of the "Dictionary of Applied Physics" to give the latest and most accurate information on the many subjects which arise in connexion with the physical aspects of modern manufacturing processes—or at least to indicate where such information may be found. At the same time it must be pointed out that a very large part of the "Dictionary" appeals just as strongly to the theoretical physicist as to the technician. The volumes should find a place in the library of every Physical Department or Laboratory.

The best way of proving the worth of such a volume is to test it by actual experience. The reviewer wished to learn the exact distinction drawn at present between the "elastic limit" and the "yield point." Taking up the volume, he found at once the article on "elastic constants." Almost the first page to catch the eye contained § 62 on the elastic limit, but this section did not give the desired information as to the yield point, so after turning over the earlier pages of the article, which were found to contain descriptions of testing machines, reference was made to "yield point" in its alphabetical order at the end of the volume. Here we find "definition of the yield point and distinction between it and the elastic limit. See 'Elastic Constants, Determination of,' §§ (21), (62)." However, § 21 seems to presuppose a considerable knowledge on the part of the reader, though it supplies the definition required: "the yield point is slightly higher than the elastic limit, and is the point at which there is an increase in the extension without a corresponding increase in the

(Continued on page 674.)

Recent Publications of the Cambridge University Press

The French Tradition in Education. *Ramus to Mme Necker de Saussure.* By H. C. BARNARD, M.A., B.Litt. With 8 plates and 2 maps. Crown 8vo. 10s 6d net.

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The Educational Writings of John Locke. Edited by JOHN WILLIAM ADAMSON, Professor of Education in the University of London. With a frontispiece. Crown 8vo. 7s 6d net.

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Herodas: The Mimes and Fragments. With notes by WALTER HEADLAM, Litt.D. Edited by A. D. KNOX, M.A. With a plate. Demy 8vo. £3 3s net.

The editor's aim has been partly to produce a complete edition, partly to give as fully as possible the results of all Dr Headlam's researches. A great many of the notes which are printed here are as Dr Headlam left them; a large number of the remainder have been written by the present editor, together with text, translation, critical notes, and indexes.

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stress." Would it not have been better to have prefaced the article on Elastic Constants with a brief description of such fundamental matters? It is true there is a separate article on the Theory of Elasticity, but the reader in search of information on a specific point does not wish to have to read a long article to gain his end.

The only other criticism we have to make is with regard to the references to original papers. Some of the contributors give full particulars as to where further information is to be found, either in books or in scientific journals, but in certain articles very little information of this kind is supplied. The use of Roman numerals to indicate the volume of a scientific journal seems to be a retrograde step, the continental method of employing Arabic figures in a distinctive type is much to be preferred. These, however, are only minor criticisms, and serve but to emphasize the high standard which has been reached in the production of this monumental work.

ART.

A History of Architecture on the Comparative Method for Students, Craftsmen, and Amateurs. By Sir BANISTER FLETCHER. Sixth Edition, Rewritten and Enlarged. (42s. net. Batsford.) 932 pages, 3,500 illustrations.

Between the covers of this new edition lie all the greatest countries of the world and the glories of them. Thousands of rare and precious pictures, from pen and camera, make a great Gallery of Architecture, and the text is a world-review of human art expressing itself in its mightiest buildings. Here they unfold, from the ruins of ancient Egypt, of glorious Greece, of triumphant Rome, to the greatest products of Gothic France and England, the Renaissance of Italy and Spain, the mysterious Temples of the East, and the materialism of sky-scraping office-buildings in the West. Tomb and temple, cathedral and castle, mansion and manor house, and the humbler timbered homestead—they are all here. Sir Banister Fletcher's "History of Architecture on the Comparative Method" has long been a standard work, with a world-wide reputation. The new edition is a triumph of knowledge, thought, and labour. Re-written, re-illustrated, and reconsidered in the light of the latest discoveries, the new edition has two hundred more pages and one thousand five hundred more illustrations than the previous issue. It is, indeed, the greatest work on the history of the greatest art. The book indicates the influence of geography, geology, climate, history, and religion upon the Art of each country. Its maps, examples, and descriptions; its comparisons and contrasts; its bibliography, glossary and index, summarize the subject. This book is not a volume, but a library; not a collection of views, but a salon of all the ages and all the world of architecture. There is no one (and especially there is no educationist) to whom the history of Architecture is unimportant. In the words of Sir Banister Fletcher himself, "Architecture, which chronicles history in stone, has not hitherto been assigned its proper place in education. It is essentially a human art, as well as an affair of material. Architecture supplies a key to the habits, thoughts, and aspirations of each period, and without a knowledge of the art history lacks that human interest with which it should be invested. The institution of a Diploma in the History of Art by the University of London is an important step in assigning to architecture and the allied arts their right place in the study of the humanities."

DRAMA.

Seneca and Elizabethan Tragedy. By F. L. LUCAS. (7s. 6d. net. Cambridge University Press.)

Mr. Lucas has done a service to literature in the timely publication of this scholarly work, which will also be read with interest, not only by the student of the drama, but by the general public, or at least such of the general public as ever read any thoughtful work. The language is in places a little obscure, but always spirited, though words like "philosophicalness" (p. 22), "academicism" (p. 27), "Schopenhauerianism" (p. 47), do not add to its effect. "Chineseries" (Chinoiserie) (p. 65) is rather a welcome novelty. Mr. Lucas seems to have no doubt of the authenticity of six of the ten plays usually attributed to Seneca, and these he considers furnished "the skeleton frame-work to which Marlowe and Shakspeare were to give flesh and blood and life." Of the five chapters, the fourth, "Darkness and Dawn," forms the kernel of the book, for in its thirty pages are traced the sources of Elizabethan drama down to the final union of the Classical with the popular stage. Ingenious and convincing reasons are suggested why Seneca,

himself not a great dramatist, and whose works were not adapted to, or, indeed, intended for the stage, should have had so great an influence upon the Elizabethans. The violently rhetorical speeches, the rage and bluster, the exaggeration both of horrors and of epigram, all appealed to an intellectually crude audience, yet the permanent harm done by the imitation of such poor work was less than might have been imagined. "Seneca was near enough to Renaissance exuberance to appeal to it as a model; classic enough when taken as a model to impose upon it a wholesome sense of structure and of style."

EDUCATION.

A Brief History of Education. By Dr. H. M. BEATTY. (4s. 6d. net. Watts.)

Short histories of education, and, indeed, nearly all histories of education, have, as Dr. Beatty says, been distinguished by their dullness and their want of due perspective. Quick's "Educational Reformers," which is not of course a continuous history but a series of biographies, still stands easily first among English books on the subject, on the score of readability, and wisdom in the choice of matter. Dr. Beatty's attempt to give, within the limits of 169 small pages, an idea of the history of education from the ancient Greeks down to Dr. Montessori, is certainly not lacking in boldness. But the attempt was worth making, because the author has studied proportion, and because he has succeeded, where so many have failed, in making the subject interesting.

The Modern Teachers' Series.—*Fundamentals of Education.* By Prof. BOYD H. BODE. (7s. net. Macmillan.)

One of the portents of our time is an organized attempt to put the study of education on a thoroughgoing scientific basis. But science is measurement, and so, besides measuring children's heights and weights, as was done in the last generation, we are measuring, or attempting to measure, their intelligence, their progress, the effects upon them of different methods of instruction, and so on. One hears even of attempts to measure character. The old style which made the study of education a philosophy, and is represented by such names as Plato, Locke, Kant, and Spencer, stands temporarily discredited, partly because of the tremendous development of scientific method generally and partly because philosophy itself in the wider sense was for a considerable period placed under a cloud by science. In fact, we are beginning to forget that the biggest things in education are the things that cannot conceivably be measured, and so our educational conferences and our pedagogic literature are largely given over to things of relatively small importance. Prof. Bode does well to remind us that in the emphasis upon statistics, methods, and measurements, the significance of ideals has become obscured. "There is," he truly says, "a danger of overlooking the big issues in fatuous admiration of our achievements in detail. Unless we know where we are going there is not much comfort in being assured that we are on the way and travelling fast." We are glad to have had the opportunity of reading Prof. Bode's timely protest, which is marked equally by adequate learning and by sound sense. If teachers are wise, his book will not prove a voice crying in the wilderness.

ENGLISH.

Training in Literary Appreciation: An Introduction to Criticism. By F. H. PRITCHARD. (2s. 6d. Harrap.)

To estimate a book or a poem at its true worth is no easy task; and to give reasons for such an estimate is still harder. Literary appreciation is, in fact, one of the most difficult subjects to impart, particularly to younger pupils. Yet it is important that all readers should have some measure of literary appreciation, not only that they may be able to distinguish what is good from what is merely mediocre or even worthless, but also that they may thoroughly understand and enjoy to the full what they read. For these reasons, a book like this, which attempts to analyse in a systematic way the qualities to be sought in literary work, will be welcomed by teachers and will be of service to older pupils in schools and colleges. There is here much that is helpful and much that is suggestive to the earnest reader. Among the more formal qualities treated are: rhyme, rhythm, assonance, consonance, contrast, figures of speech, and forms of verse. The chapter on words and letters—including the sound-effects produced by certain vowels and consonants—is well worth study, though it is a matter of opinion whether, or to what extent, the greater writers consciously employed such devices. The chapter on personality and style is very sound, and nothing is better than the last paragraph, which claims sincerity as the touchstone of all true literature. The hints on illustrative reading should prove

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most useful to students, and many of the exercises are of a novel type, though it is doubtful whether young people could answer some of the questions at all adequately.

The Story of Dr. Johnson: Being an Introduction to Boswell's Life. By S. C. ROBERTS. (2s. 6d. net. Cambridge University Press.)

The author of this interesting little compilation suggests, in his preface, that its usefulness will be judged largely by its power to induce a young reader to take up Boswell with enjoyment later on in life. No doubt, in many instances, this desirable object will be attained; but even if it is not, there are many boys and girls—and indeed adults—who may never have the opportunity of reading Boswell in his entirety, who will nevertheless profit by a study of this book. It gives, largely in Boswell's own words, a clear picture of the great Doctor, his work, and his circle of friends, and also, incidentally, an insight into the life and customs of the eighteenth century. Amid much that is interesting, the familiar stories of Goldsmith and Reynolds and the account of the Tour to the Hebrides will probably be the most attractive to young readers.

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(Continued on page 678.)

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See also page 723.

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OCCASIONAL NOTES.

THE Statutory Rules and Orders relating to the Superannuation Act passed last August are in the main administrative in that they lay down somewhat detailed instructions as to how the

**Superannuation:
Statutory
Rules and
Orders.**

5 per cent contributions from salaries "towards the cost of providing benefits under the principle Act" (ironical phrasing in view of the ratio of cost to benefit) are to be collected. Rule I, however, taken in conjunction with Section 4 of the Act, will modify the meaning of the word salary in a way not yet, perhaps, fully realized by the majority of teachers. Salary in Section 18 of the Act of 1918 clearly meant money received plus (unless disallowed by the Board) "other emoluments." Section 4 of the Act of 1922 explicitly states that the salary upon which pensions and other benefits are based shall be the salary upon which the 5 per cent contribution is paid. Rule I goes a step further and defines a "Standard salary," upon which the 5 per cent will be payable, as the salary "which the Board is prepared to recognize for the purposes of grant." Now, the Board is, in effect, prepared to pay grant only on the minima of the various Burnham Scales. It is quite possible, therefore, for a teacher's salary, as defined for pension purposes, actually to be less than the salary he actually receives. Rule II which makes it compulsory upon employers to furnish written statements as to amounts of deductions and the periods covered will be welcomed by the teachers.

SINCE the 5 per cent contribution, made compulsory by the Superannuation Act of 1922, is payable only by "full-time" teachers, the Board evidently felt bound to consider the question of a definition of "full-time service" applicable to teachers of all types in schools affected by the Acts. It has done this in Circular 1286 which, it is to be hoped, is no more than

**Full-time
Teaching
Service.**

the feeler it purports to be—for the attempt, unless gross injustice is to be inflicted upon a large number of teachers, is an almost certain failure. Common sense, as indeed the practical experience of everyday life in the educational world, says that the man or woman who is at the disposal of the Head of his or her school for the whole of the normal school hours is a full-time teacher. This is eminently true of both elementary and secondary schools and also of the very great majority of technical schools and institutes. It is a perfectly workable definition with the additional merit that, for once, practice marches with theory, since it is essentially to the interest of the Head, whose credit depends upon the efficiency of the school, to see to it that the members of his staff are real full-timers. The number of cases which such a definition would not cover, where elementary and secondary schools are concerned, is negligible. The definition might need extension to cover certain types of technical and art institutions; but even here there is no difficulty which could not easily be overcome by careful drafting of alternative conditions applicable to these special cases.

THE Board, however, has viewed the question from a different angle, that of the number of actual teaching hours per week. Such an attitude would be perfectly comprehensible were industrial employees concerned; painters, or municipal road sweepers, for example. It is scarcely the attitude to take when education is under consideration. The Board to some extent realizes this and, in Circular 1286, proceeds to define teaching as actual teaching plus duties subsidiary to, and entailed by, actual teaching, i.e. specific preparation of lessons (general study is ruled out—quite naturally from the Board's point of view) and correction of exercises. Nevertheless, the admission of the existence of even these subsidiary duties appears to be a concession to hard fact, for the circular makes it clear that, in what the Board will look upon as border-line cases, the evidence called for will be actual teaching hours only. Not one of the other numerous and equally important factors which form so essential a part of modern educational method is even mentioned, still less allowed for as part of a teacher's work, where the ordinary teacher is concerned, though it is, perforce, realized that Heads and, apparently, teachers holding posts of special responsibility, must spend a large part of school hours in organization, and they are, accordingly, excepted from the painter-road-sweeper measure of work. Few teachers will agree that "full-time" can possibly be defined upon a numerical basis.

HOWEVER objectionable the proposals of the Board may be as to full-time service, Circular 1286 contains a recommendation which will be heartily welcomed by one class of teachers at least, namely, those engaged in secondary schools. The Board intends to amend their regulations so as to require formal agreements for all engagements in grant-aided schools. The agreement is to make clear the nature of the duties to be performed, particularly those wholly of a teaching character, the extent of the employer's claim upon the teacher's working hours, the restrictions, if any, put

Agreements.

upon other employment, and the notice to be given on either side to terminate an engagement. Now, in secondary schools which are aided, but not maintained, by local authorities as often as not no written agreements exist at all. The conditions of employment are, as the Board puts it, "left to be inferred from the terms of letters or oral communications, or from the customary practice, often indefinite, of a locality." The only matter for criticism in this section of the circular is a statement that, in the case of a Local Authority, the terms of the engagement may be incorporated in that agreement merely by reference to the published regulations of the Authority in which this information is given. One hopes that, when the Board alters its regulations, it will insist upon these terms being printed in full in the agreement itself. If it will do this, it will render a very real service to the teachers concerned.

THE regulations for Wales do not differ in any important respect from those for England: the same conditions are laid down governing admission to the schools, curricula, fees, and the whole internal organization of the schools. The requirement that pupils should as a rule not exceed twelve

**The Regulations
for Secondary
Schools (Wales).**

years of age on entry to the school will most probably be strongly resisted in the more rural districts of Wales, because in these localities there still exists a tendency to regard the secondary school as a mere continuation of the primary school. Pupils, therefore, often delay their entry to the secondary school until they have reached the age of thirteen and more—a proceeding which hinders their own educational development and upsets the curriculum of the school. A further complication with regard to time-tables and curriculum arises on account of the bi-lingual problem, and the Welsh Department has thought fit to utter a warning against the practice of squeezing into an already well-filled time-table a mere modicum of time to be devoted to the native language, which should in a properly correlated curriculum be regarded as a most valuable educational instrument. The most glaring anomaly in these Welsh regulations is the refusal of the Board of Education to pay more than 7s. 6d. for a first examination and 10s. for a second examination to the Central Welsh Board. These fees were fixed in pre-war days, and it is surprising that the Board of Education persists in allowing the Central Welsh Board, in spite of the greatly increased cost of examinations since the war, only the same scale of fees for its examination candidates. English examining bodies are allowed the full fee of £2, and it is therefore difficult to understand why the Welsh Authority is treated differently.

WE have received a manifesto on State economy from the National Citizens' Union; this deals with the delay in cutting down State expense and, as may be expected, educational expenditure is attacked. The manifesto is sometimes definitely misleading, as is the case in the comparison of the costs of education in 1913-14 and 1922-23 respectively, in the absence of any explanation of the increase. The manifesto calls for a reduction in the number of unnecessary officials at the Board but fails to state who are these unnecessary officials and how many of them should be dismissed. A further claim is that expenditure

**National Citizens'
Union and State
Economy.**

on education should be limited to a sound elementary education upon essential subjects, with provision for continued or higher education, or for vocational training, for such pupils only as show reasonable likelihood of being able to profit thereby. Perhaps the union will define what it means by a sound elementary education and what it considers are the essential subjects. Vague statements of this kind are useless to thinking people. We are as much in favour of wise economy in education as any union of national citizens, but when we are asked to assent to the continued suspension of the 1918 Act, so far as it provides for Day Continuation Schools, even voluntary schools if they entail additional public expense, we begin to wonder whether the aforesaid citizens understand the meaning either of economy or education. We may add that the names appended to the manifesto do not, on the whole, carry much conviction, so far as educational questions are concerned.

THE new issue of the Board of Education's Regulations for the Training of Teachers embodies several important changes, most of which, however,

**Training of
Teachers.**

had already been made known by means of circulars. Tuition grants to the voluntary training colleges remain as in 1921-2, but the maintenance grant is reduced in presumed proportion to the fall in the cost of living. Grants to provided colleges are now separately dealt with, and a note is added foreshadowing an attempt at a more even distribution among the local authorities of the expense of training teachers. The undertaking which students have been required to sign, and which must have been found very difficult to make effective, gives place to a simple declaration that the student intends to be a teacher. After having experimented with the legal undertaking for several years, the Board here returns to its former practice. The Regulations further make it clear that students who have completed a year's course of training for work in secondary or continuation schools will be recognized as certificated teachers in elementary schools. Another Regulation simplifies the machinery for the payment of grants in respect of "further instruction of teachers" beyond the ordinary courses of training. None of these changes are startling, most of them are improvements, but the denominational colleges will not like the reduction of grant.

CIRCULAR 1288 of the Board of Education announces that arrangements have been made, in co-operation with the Institution of Electrical Engineers, for the

**Examinations
for Electrical
Engineering
Students.**

award of certificates and diplomas in Electrical Engineering to students in Technical Institutions. Details of the scheme are to be shown in rules which will be issued shortly, but we presume that it will be directly comparable with the scheme already in operation for mechanical engineering students. Broadly the scheme provides for a national system of internal examinations. Only those Technical Schools and Colleges which have been approved by the Board of Education as being efficient for this purpose may participate, and this ensures in the first place that every candidate who presents himself will have passed through a satisfactory course of instruction. The examination papers will be framed by the teachers at the various schools and they will then be approved or modified

by an assessor who will be appointed by the Institution of Electrical Engineers. It is to be presumed that the assessor will also overlook the teacher's marking of the questions. The merits of the scheme lie in the facts that the students' work is judged, in the first instance, by one who has the opportunity of watching it closely; that the assessor will prevent any unfair verdict arising out of conscious or unconscious bias on the part of the teacher; and that the assessor will be able to maintain a reasonable equality of standard as between different schools whilst yet permitting greater freedom of educational development than could be obtained if a national cast-iron syllabus were being followed. Certificates (for part-time courses) and diplomas (for full-time courses) will be issued jointly by the Institution of Electrical Engineers and the Board of Education on the successful completion of approved courses. We believe that there is some movement on foot to urge that these certificates shall be associated definitely with the means of attaining corporate membership of the Institution of Electrical Engineers—which body, by the way, now holds the Royal Charter.

ONE of the candidates at the recent Senatorial Election in the University of London raised the question of the status of the Principal of the University, who is a salaried officer, arguing that the Principal should be *ex officio* a member of the governing body of the University. Oxford and Cambridge are syndicalist institutions, and the Royal Commission reported against the introduction of the lay outsider into the governing bodies of these Universities. In industrial organizations, directors are paid, and there may or may not be managing directors included among the members of a Board of Directors. The obituary of the late Lord Northcliffe disclosed the interesting fact that when he secured control of *The Times* he insisted that the directors of the company should all be salaried members of the staff. Can it be supposed that the University administrator would be so much pre-occupied with the question of his personal salary as to affect his loyalty or efficiency as a member of the governing body of the University? Universities should act as *éclaircisseurs* to industries on questions of organization and control. At one time Parliament objected to the presence of the salaried Ministers, but the objection was overridden by practical considerations. In the case of the University of London, it is significant that Sir Henry Miers resigned the Principalship in 1915 in order to accept an appointment in a northern University.

IN an incautious moment, a speaker at the Oxford Conference on Adult Education remarked that the ancient Universities would always be expected to provide education for the governing classes. Mr. George Dallas, of the Workers' Union, retorted that the working class were tired of Oxford and Cambridge. "The time had almost arrived when they would provide themselves with an education which would be of an equally high standard." A large section of the working class has always regarded the overtures of the Universities with suspicion, suspecting dope or proselytism. As Emerson sapiently observed, the world is mundane. A University should

be a microcosm capable of providing education for all classes of the community without unduly exciting political and economic animosities.

AN interesting report has recently been presented to the Manchester Education Committee by the Director of Education on the working of a scheme of lectures for elementary school children in museums and art galleries. Separate courses were arranged at appropriate centres in one of a variety of subjects, including Science, History, Geography, Art Appreciation, &c. In all over four thousand children attended from the upper standards of the schools. The value of such work should be more generally recognized than is the case at present when economy seems in danger of becoming the first and last aim of some of our education authorities. It is not enough to provide in our schools formal instruction in prescribed subjects. The child must be given the fullest opportunities of developing his growth so that he may take his part in the service of the community. And for this the whole realm of knowledge must be accessible. Even the most conservative schoolmaster need not fear that what he regards as the vital part of the teaching will suffer; on the contrary the quickening of interest produced by a live system, such as that described, must react favourably on all parts of the school work. Certainly the Manchester teachers who have been concerned with the scheme would appear, from the report, to confirm this view. The pamphlet will repay careful study both as a suggestive piece of work and for the details of organization as well as for the frank expressions of opinion—both for and against—from scholars, parents, and teachers. It is to be hoped that the scope of the scheme will be extended still further—one would like to see included courses of instruction in the Arts and Sciences which have their application in the industrial life of the city; for, after all, it is one of the duties of education "to teach the average man the glories of his work and trade."

A REVISED edition of the London County Council's Scholarships Handbook has been issued, and as so much has been heard of post-war increases in school fees, the Council is naturally desirous that the other side of the case should be put, and that parents and teachers should be made fully aware of the scholarship facilities provided. We are glad to find the Council trying to make it more widely known that any child whose parents reside in the county of London may compete, no matter what type of school he attends. The impression that only children in the Council's own schools are eligible has in the past prevented many London parents from obtaining the assistance of scholarships in educating their children. Details are given as to junior county scholarships and exhibitions for children at the age of eleven, supplementary scholarships awarded at the age of thirteen or fourteen, intermediate scholarships at sixteen or seventeen, and senior scholarships at eighteen or over. The conditions of award of most, but not all, scholarships are governed by the parents' income. If the income falls below a certain amount, maintenance grants, &c., are paid in many cases in addition to fees. Generally speaking, the higher the

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School Children
in Museum and
Art Galleries.

Status
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Administrator.

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Classes.

Scholarships
Awarded by
the London
County
Council.

scholarship the higher the income limit, which also varies according to the number of children the parent has to support.

WE are gratified by the compliment paid to us by *The Daily Telegraph*, which, in its issue of October 7, devoted the column headed "Topics of the Hour" to our Summer Prize Competition, or rather to half of it, namely the list of novels, without mention, however, of *The Journal*. The writer of the article does not approve of our Competition. She wants to know why Scott, Jane Austen, Dickens, Thackeray, and George Eliot. Perhaps here we were in fault; we ought to have explained that the object of this was merely to make the problem one of manageable dimensions. But probably most of our readers divined this for themselves. On another occasion we may possibly ask for a selection from the works of the giants, and exclude the rest. Then she criticizes us for omitting the Kingsleys and Trollope, but she does not mention the volumes she would have included. And why Seton Merriman, she says, but not Marryat? Personally we would rather read the latter than the former, and so probably would boys of 14 to 16, but not, we think, young men and women of 17 to 19. But our gravest sin is that we attempted to dictate to young people what they should read. Our reply to this is that the lists were intended as a suggestion to teachers who have to form school and form libraries, that all librarians, except those of the British Museum and the Bodleian, have to select, and that school librarians have usually to begin with a small number of books. The writer of the column might also remember that it is part of the business of teachers to put their pupils on the track of the best books. She has in fact wholly mistaken our aim. She is amazed at people who say that *vin ordinaire* is better than *Chateau Lafitte*. But would she be surprised at people who thought *vin ordinaire* was better for boys and girls?

NO one was more surprised, and agreeably surprised, than the original promoters of the scheme, at the announcement that the purchase of Stowe House was a *fait accompli*. Mr. Montauban and his colleagues did a lot of spade work and propaganda on behalf of the scheme, and they will be well satisfied if their work will help those who have succeeded where they failed. We have little doubt that if a new public school is to succeed anywhere, and we are sure that such a school is needed, it will succeed at Stowe. Any one who has seen the place must have felt that this is a spot already seething with traditions, which in a newly built place would have had to be created artificially. The buildings are magnificent, the situation and surroundings unrivalled. We can imagine a boy of fourteen on arriving at school here, driving under the arch and up the main drive, and getting a first glimpse of his new school, having his breath taken away, and realizing the grandeur of the place in which he is to spend some years of his life. It will not take him many hours to feel that he is part of this place, and to be proud of being a part. We only hope that before these lines appear some generous folk will have come along to save for the place some of the treasures which belong to and should not be removed from the buildings. To have these removed

and replaced by modern horrors would be little short of vandalism. Meanwhile we can only offer our best wishes to Lord Gisborough and his committee, especially in their choice of a Head Master, on whom the success of Stowe School will so much depend.

SO far Mr. H. G. Wells has not favoured his prospective constituents with his considered views on the present University of London. Before the reconstitution of 1900 he was an ardent reformer, publishing critical comments on the defects of the old and now superseded constitution of the University.

One of Mr. Wells's articles, contributed to the now defunct *Pilot*, pictured the old Burlington House and its examinations with their by-product—the cramming institution. But the writer was able to see that the system served a high national purpose, and his conclusion was stated without ambiguity: "Now, whatever else may be changed, that impartial system, I would submit, is not to be changed." Although more than twenty years have elapsed since the publication of this article, there is no reason to suppose that Mr. Wells has altered his opinion on this question. "Hug your forces," George Meredith advises in one of his letters. The University of London would be ill-advised to abandon or compromise this great tradition of impartiality. No candidate for its representation in Parliament who advocated any such retrogressive policy would stand a chance of election.

A RECENT number of *Industrial and Labour Information*, published by the International Labour Office (League of Nations), gives an account of the extent to

Co-operation
Courses in
American
Universities.

which the question of the co-operative movement is being studied in American educational centres. It appears that the United States Bureau of Labour Statistics recently addressed to a number of colleges and universities an inquiry as to whether a course on co-operation is offered to students. Replies were received from thirty of these institutions. In twenty-five co-operation receives attention either as a separate course or in connexion with such subjects as economics, labour problems, marketing problems and methods, farm management and organization, etc. In only seven universities is a separate course in either consumers' or farmers' co-operation offered. The whole subject receives the greatest attention in Columbia University and the University of Minnesota. The former gives a winter course in agricultural co-operation and a spring course in consumers' co-operation, whilst some attention is given to co-operation in another course called "Economics of Food Marketing." The spread of information in this important subject by an international organization is in every way advantageous.

MR. W. H. ROBINSON, President of the National Federation of Class Teachers, chose well-trodden ground when, in his address at the annual conference of the Federation, he discussed the typical business man's objections to the prevailing system of instruction in elementary schools. The arguments are familiar, but it is well that they should be frequently re-stated in popular form. Mr. Robinson quoted the case of a certain town councillor who advocated the

The Teacher
and the
Business Man.

teaching of shorthand in the schools, "instead of subjects that were useless in business life." The said town councillor probably has an office in which boys who have learnt shorthand are obviously useful from the first. He forgets that other kinds of employers would desire, not shorthand, but a great variety of other accomplishments. He forgets, too, that life in a modern civilized state is something more than bread-winning. Mr. Robinson did well to expose to the business world, so far as his words can reach, the fallacy of the councillor's contention, and he did well to quote the introduction to the elementary school code—a document which should be withdrawn if the great parties in the State disagree with it.

IS marriage a profession? Popularly marriage is regarded as the oldest and most honourable profession in the world, though our first parents may not have gone through the accustomed formalities. At a debate at Manchester on the question of the married teacher,

The Married Teacher.

Councillor Anna Lee asserted that women nowadays no longer look on marriage as a profession. The Education Committee, after full discussion, condemned the married woman teacher but without prejudice to existing teachers except in special cases. What Manchester thinks to-day . . . George Meredith in one of his letters animadverts on the contractions of women's undertakings "caused by an exclusive devotion to maternity and domesticity." Sympathy is due to those women who, to avoid this fate, continue during marriage the stimulating, if exhausting, occupation of teaching. But in the last resort the test of what Mr. Gradgrind called "hard facts" has to be applied, and, without dogmatizing or laying down any general principle, we see no reason to question the *bona fides* and impartiality of those who are entrusted with the decision of this particular issue.

THE recent exhibition of school pictures, which the London County Council arranged at the Central School of Arts and Crafts, was followed by a conference, which it is hoped may lead to some concerted action on the part of British artists and publishers. It is agreed

School Pictures.

that pictures are a necessary part of school equipment: but what pictures? For many years the only publications available were black and white plates. Colour processes had not been perfected, or were too costly. Useful pioneer work was done by British firms, notably by Messrs. G. Bell & Sons, who produced the Fitzroy Pictures. A most important advance was, however, made in Germany by a number of artists who collaborated in order to supply good colour pictures at a minimum price. These artists drew directly on the lithographic stone, and were able to supply work of undoubted excellence at one-third the price of British productions. The London County Council held an exhibition of this work in 1906 in order, as Sir Cyril Cobb said, to galvanize the trade in this country into producing something of comparable merit and price. Unfortunately the result was directly contrary to what was expected, for while the British publishers refused to move without definite guarantees from the Council, the Germans, taking advantage of a hint given in the catalogue that pictures of British scenery would be acceptable, produced these at a low price.

WE congratulate the London County Council on again attempting to bring the matter to a definite issue. But while much was said at the Conference about

Artists and Publishers.

the point of view of the publishers, not enough was said of the artist. The cry of the publishers is "Let the London County Council say what are the essentials of a good school picture and they shall have it." But Art cannot be reduced to a formula, and the essentials of a work of art cannot be decided by a committee. This is a case where the supply will create the demand, and the matter rests with the artists, who must also be educationists. There is little doubt that a determined effort on the part of artists and publishers would soon develop into a sound commercial undertaking. The fact that the Underground Railways can sell their posters to schools and collectors at the rate of four hundred copies a month is an indication that there is a demand for work of real artistic merit which the British publishers should make it their business to supply.

WORLD HISTORY COURSE.

By H. A. DAVIES.

THE question of the right lines upon which history should be taught in schools is one of the most perplexing of educational problems; that it has not been well taught in the past is a truism which the experience of the Great War has made more obvious. Broadly speaking, children at school have been trained to regard history as almost exclusively the account of their own country's political development. Even where ancient history has been taught, it has confined itself to the histories of Greece and Rome, and has treated these as more or less detached stories, bearing no apparent relation to civilizations which preceded them, and too often the political aspects of Greek and Roman history—the dreary quarrel between Athens and Sparta, or the details of the Punic Wars—have received far more attention than the permanent legacies of Greece and Rome to the world. No ordered and systematic attempt has been made to represent history as one whole, to teach the peoples of the world that they are all engaged in a common work, that they are all sprung from common origins, and that they are all contributing in different ways towards the general end. And without this, there can be no general peace, no common prosperity; that is the gist of Kant's great treatise on Perpetual Peace; this is beginning to be more generally accepted in the world to-day; it is a *sine qua non* to the effective continuance of such an institution as the League of Nations.

The only argument that can be advanced against the teaching of World History in schools is that consideration of time make it impossible. There would be such a mass of material that no time-table could cope with it, and this mass would go on growing as knowledge secured from excavations or the deciphering of ancient inscriptions accumulated. Only recently, the first volume of a book on the Palace of Minos at Knossos has appeared, a book running to over seven hundred pages, and new facts are constantly being brought to light about ancient Egypt and the civilizations of the river valleys of Mesopotamia. But world history is amenable to a broader treatment than the history of mere nations or periods; it is something more and yet something much less than an aggregate of the histories of nations. It is a record of progress, often hampered by national prejudices or human imperfections, but still persisting in a way which takes much of the edge off what Lord Morley calls the "desolating sentence" of Gibbon, that history is little more than a register of the crimes, follies, and misfortunes of mankind. The art of

writing, the discovery of the alphabet, literature and the drama, science and art, and printing, are not crimes, follies, or misfortunes. An intelligent idea of all these, of the great movements and influences which have profoundly affected humanity, of how one age grows from another and one civilization benefits from that which preceded it, is well within the mental grasp of any schoolboy of average abilities, and it is just the kind of knowledge for which he hankers, consciously or unconsciously. It is as if a new planet has swum into his ken; there is a glamour about world history which is rarely experienced in local or national history, and the necessity for excluding petty details which would render the subject cumbersome and unwieldy, makes for clarity and the maintenance of interest. What boy would not find the story of man's development from the brute, or the Athens of Pericles, or the travels of Marco Polo, more entrancing than the provision of the law *De Donis Conditionalibus*, or the strategy of the Captal de Buch's flank attack at Poitiers? And is it not more important that a boy should know why he belongs to a civilized community, how the world came to possess art, poetry, music, a larger degree of freedom, ships, books, science, and everything else that comprises civilization, than that he should know precisely why it is that George the Fifth is king of England, or why it was that Richard, Duke of York, had a better hereditary claim to the English throne than King Henry the Sixth?

There is, however, no suggestion that the study of world history should take the place of the study of national history; the suggestion rather is that both should be studied, and that some of the time given to profitless consideration of unimportant details in national history might advantageously be given to the larger subject. There are certain events in every country's history which obviously require more detailed attention than what would be given to them in a world history course. Every English boy, for example, should have more than a cursory knowledge of the work of Alfred the Great, who does not loom large in the history of the world; of the deeds of the great Elizabethans; of the growth and development of English literature; of how English freedom, religious and political, has been won; of the changing conditions of English life throughout the centuries. But without some knowledge of world history these things cannot be properly appreciated. In order to understand the work of the Elizabethan explorers, the real magnitude and importance of their achievements, some idea of the work of previous explorers, irrespective of nationality, is necessary. So it is realized how interdependent we are one upon the other, and our own nation emerges, "not," as H. G. Wells has put it, "as an isolated thing, still less as the supreme thing bringing other nations into subjection, but always as the form of collective activity that is indeed nearest to ourselves, and towards which our own actions most immediately contribute, but one surrounded and helped by other nationalities inspired by the same spirit."*

In the *Menexenus* of Plato, the author represents Socrates as meeting his friend Menexenus returning from the Agora where they have been debating the choice of an orator to pronounce an oration over some Athenians who had fallen in the Peloponnesian War. This gives Socrates an excuse for deriding the most blatant form of national pride, "O Menexenus, death in battle is a fine thing. The poor fellow, however poor he was, gets a costly funeral and an elaborate speech by a wise man who has prepared it long beforehand. He is praised for what he has done and for what he has not done. And the speaker so steals away our souls that I, standing and listening, feel myself a finer fellow than ever I have been; and if there be any foreigners present, I am made conscious of a certain superiority over them, and they seem to experience a corresponding awe of me." This kind of feeling is very old, much older than the time of Plato and Socrates, and yet

very modern; it is at the root of all wars, and just as it has been fostered and kept alive by bad history teaching, so it can be destroyed only by a teaching which makes it clear that no one nation has a monopoly of wisdom, culture, or courage, and that we all belong to many countries. A knowledge of world history is the surest corrective of national pride. English people are naturally proud of their great national achievements, but would they have any reason for pride if the Greek civilization had never existed? Much of what we esteem most highly in the modern world—the faculty of appreciating beauty, the love of freedom, the love of truth, even our literature, which is perhaps our chief claim to national eminence, owes its existence very largely to the thinkers of ancient Greece, and they, in turn, were the debtors of Egypt. The greatest age in English history was the age of Elizabeth, but while we can afford to be proud of the deeds of our ancestors of those days, it is as well to remember that, in at least one respect, they were inferior to some of their contemporaries. While English people were being tortured and killed for holding religious opinions other than those of the State, the people of India under Akbar were enjoying complete toleration.

The study of world history can begin at an early age. To delay it until the age of sixteen or seventeen can serve no useful purpose; it is of the utmost importance that the impressions of early childhood should be sound. H. G. Wells suggests that "with the little child, we may begin on stories of interesting characters and heroic achievement quite irrespective of nationality. At this age the notion of country is undeveloped, and we may quite easily lay a foundation in love of courage and strength and goodness, which will recur as a basis in later years for our fuller treatment of man's history as a whole."*

Some interesting characters who may be treated in this way are Cyrus the Great, or Darius, Zoroaster, Pericles, Socrates, Alexander the Great, the Gracchi, Julius Caesar, Marcus Aurelius, Constantine the Great, Justinian, Buddha and Mahomet, Charlemagne, Alfred the Great, Attila, Gengis Khan, the Polos, Haroun-al-Raschid, St. Benedict, Francis of Assisi and St. Dominic, John Wycliffe, Caxton (whose career might be the means of explaining the invention and development of printing), Vasco da Gama, Columbus, Tycho Brahe, Galileo, Martin Luther, Erasmus, Oliver Cromwell, Sir Isaac Newton, Voltaire, George Washington, Napoleon Bonaparte, Abraham Lincoln, and Bismarck. In the cases of characters like Alexander the Great, Attila, Napoleon, and Bismarck, the utmost care should be taken to show the disastrous consequences of their selfishness and lack of scruple, and it would be well to contrast them with characters like Socrates, Shakespeare, and Leonardo, whose achievements are the priceless heritage of all countries and all peoples. This biographical method of teaching history should sometimes be varied. Events like the voyage of the Pilgrim Fathers, the French Revolution, and the great changes which the invention of machinery has effected in the world, do not exactly lend themselves to such a mode of treatment, and they are sufficiently interesting to appeal to the fancy of any child. Again, in seeking to convey an idea of the lives and activities of people in ancient times, lessons hinging around such relics of antiquity as lake villages, or monuments like the Great Pyramid of Gizeh or the Temple of Karnak, would be found useful. The colossal proportions of the Great Pyramid, and the wonders of the Temple of Karnak, which took nearly two thousand years to complete, and was nearly a quarter of a mile long, would awaken the interest of the most unimaginative. The child mind is particularly susceptible to the influence of stories. We still explain some of the facts of English history by such means. The story of the burning cakes helps to explain Alfred's preoccupation with the woes of his country; the

(Continued on page 700)

* "To-day and To-morrow," Vol. III., No. 6.

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legend of Canute and the waves bears testimony to the humility of the Danish king; that of William Rufus's death in the New Forest shows the love for hunting of the Norman kings; the story of the king who never smiled again visualizes the tragedy of the White Ship. World History covers more ground than the history of any nation; hence its stories are more varied and numerous; the careers of many of its great figures are more enthralling than any romance. To take but one instance. Has there ever a finer story been written than the account of the travels of the three Polos in the East through the realms of Kubla Khan, and their triumphal return to Venice, when their shabby garments caused their relatives and friends to regard them with ill-concealed disfavour, until they gave a great feast in the midst of which they sent for their old padded suits and ripped them open, disclosing to the eyes of the astonished company an incredible display of rubies, sapphires, carbuncles, emeralds, and diamonds?

H. G. Wells in the article already quoted suggests that the systematic study of world history should begin "any time after the fourteenth year." Many months before the appearance of this article, the beginning of such an experiment had been made in Leighton Park School. It is only fair to add that the appearance of "The Outline of History" was largely responsible for it. The boys taught are of the average age of about fourteen years. Two lessons a week, each lesson of forty-five minutes duration, are allocated to the subject, and the aim has been to cover the whole course of world history in the space of two years. The first year is devoted to a study of the period from the origin of the world to the fall of the Roman Empire; the second year from that date to the present time. No textbook has been used; the lessons have, on the contrary, assumed the character of talks, the boys sometimes taking dictated notes, but far more frequently writing their own notes and reproducing them in the form of essays. Some of the essays done in this way have been astonishingly good, testifying in the most effective manner to the interest of the subject of world history; it has been quite a common thing to find boys spending as much as an hour of their free time, in addition to the ordinary preparation period of half an hour, to express their ideas on subjects which make a special appeal to them, such as Egyptian civilization, Athens under Pericles, the career of Mahomet, or the journey of Marco Polo. Even the duller boys have shown indications that the subject has made some appeal to them, and while the best boys at English History are almost invariably the best boys at World History, I have noticed that the level of attainment and the interest shown is, generally speaking, higher in the wider subject. May not this be due to the fact that much in the history of any country is stale, flat, and unprofitable, whereas the study of world history must resolve itself into a study of those things which are of permanent significance for the human race? As Prof. Gilbert Murray has expressed it, "the history of the world consists mostly in the memory of those ages, quite few in number, in which some part of the world has risen above itself and burst into flower or fruit," and, again, "Most races and nations during most of their life are not progressive but simply stagnant, sometimes just managing to preserve their standard customs, sometimes slipping back to the slough."*

Good use of maps is obviously necessary in any course of world history. What is perhaps not so obvious is the value of pictorial illustrations. Pictures of the Parthenon frieze, such as those issued by the British Museum authorities, or those to be found in such books as Breasted's "Ancient Times," or the illustrated edition of Wells's "Outline of History," or a portrait such as that of Praxiteles' Figure of Hermes playing with the child Dionysius (facing page 371 of Breasted's "Ancient Times") will help a boy to appreciate the marvels of Greek sculpture much better than any amount of talk on the subject.

* Essay on "The Value of Greece to the Future of the World" in "The Legacy of Greece," pages 12 and 13.

Sometimes, however, pictures do not convey all that we would desire of them. No picture of the Temple of Karnak will convey such an idea of the great scale upon which the old Egyptian sculptors carried on their operations as the bare statements that one room in the temple, the famous Hall of Columns, had a floor area equal to that of the cathedral of Notre Dame in Paris; that the columns were one hundred and thirty-six in number; and that the twelve centre columns, which are seventy-nine feet high, are so colossal that on the top of the capital of each a hundred men can stand at once.

The teaching of World History at Leighton Park is now in its third year. There remain to be considered what I regard as two of its most profitable results—that it teaches boys to appreciate the value of museums, and particularly the British Museum; and that it enables them in a way which would be possible from no course of national history to realize and apply the great lessons of history. It has always been my endeavour to make as much use of the British Museum as possible. I have, I hope, made it clear what a wonderful pictorial record of the world's history the museum is. I have often found that it adds to the interest of a lesson to refer boys to exhibits which are to be seen there, and a subsequent visit to the Museum is likely to have far more profitable results than if it had not been preceded by some study of the early history of man on the earth. To boys who have some knowledge of world history Egyptian mummies, rolls of papyrus, people buried with grain and weapons, Assyrian winged lions, Athenian sculpture, are not mere objects which excite wonder or curiosity; they are visible expressions of bygone ages in which their interest has been kindled. For precisely the same reason, the study of world history stimulates the desire for travel, and renders it of greater value and interest; a great relic like the Parthenon becomes something more than "a superstition and a name echoing from the caves of fame."

There is a wonderful parallelism about history which we sometimes denote by saying that history repeats itself. What it really amounts to is, that the same causes always produce the same effects. What is bad for progress in one age is likely to be bad in another. The present condition of the world is due to the fact that this has been very imperfectly apprehended. Wider knowledge of the consequences of the Treaty of Vienna might have saved us from the recent Treaty of Versailles. A military empire, whether it is ruled by ancient Assyrians, Napoleon, or the Kaiser Wilhelm II, is doomed to ultimate extinction. Disunion has the same consequences whether found in ancient Greece, medieval Germany, or modern Russia. These and suchlike lessons are the legacies of the past to the present, legacies which it is the function of world history to inculcate, and without a general acceptance of which there can be no hope of a happier world—"Our ancestors are mere dust and ashes, save when they speak to our posterity; and then their voices resound, not from the earth below but the heaven above. There is an eloquence in Memory because it is the nurse of Hope. There is a sanctity in the Past, but only because of the chronicles it retains—chronicles of the progress of mankind—stepping stones in civilization, in liberty, and in knowledge. Our fathers forbid us to recede—they teach us what is our rightful heritage—they bid us reclaim, they bid us augment that heritage, preserve their virtues, and avoid their errors. These are the true uses of the Past."*

MR. A. B. MAYNE, M.A., senior house master at Hereford Cathedral School, has been appointed head master of the Cambridge and County School for Boys. Mr. Mayne, who is 29 years of age, has been chairman of the Hereford branch of the Assistant Masters' Association, and has already done much good work for the advancement of education.

* Lord Lytton's "Rienzi"; from the speech of Rienzi in the Church of St. John Lateran.

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THE INTERIM REPORT OF THE DEPARTMENTAL COMMITTEE ON THE EDUCATION SERVICES OF NORTHERN IRELAND.

THE interim Report of the Departmental Committee was issued some weeks ago, its publication, before the Committee had fully completed its labours, being expedited in the hope that its recommendations, as regards changes for which legislation would be necessary, would appear in time to permit the new Ministry to draft and bring in an Education Bill, as promised, early in the current Session. Unfortunately the Prime Minister, within the last few days, has announced that the Government is unable to take this step before February, and secondary teachers and others interested in expected educational developments, are doomed to put up with further delay. The Committee is to be congratulated upon tackling a very big problem in comprehensive fashion, and its report contains several important recommendations which, if carried out, should effect vast improvements in all three branches of education. It deals with questions of organization, local administration (involving the striking of local education rates), salary scales, pensions, registration, scholarships, free meals, agricultural schools, &c. If adopted, many of its suggestions will obviously entail increased expenditure: but it is evident that the Committee throughout has kept a watchful eye upon finance, and if criticism is to be directed at all upon this point, it may be said that possibly in one or two instances economy has been put before efficiency.

It is impossible, in the short space available, to enter into the details of the various recommendations, but it may be noted that especial stress is laid on the urgency of the reforms recommended in connexion with secondary education. Salary scales, with increments paid by the Department, are proposed, the Burnham Scales, without extras, being recommended as a *minimum*. As regards pensions, the Committee recommends, for all teachers, a general contributory scheme on Civil Service lines, basing its recommendations on the expediency of having a scheme which will permit free interchange of service, carrying increment and pension rights, between schools in Northern Ireland, and in England, Scotland, Wales, and Southern Ireland.

It is very satisfactory to find that the Committee is alive to this necessity, for without such reciprocal arrangements it will probably be found necessary to offer better terms to teachers in their area, both as regards pensions and salaries, than in the larger areas: otherwise great difficulty will be found in attracting teachers to the schools of Northern Ireland, as it is scarcely likely that the local output will prove even approximately adequate.

The registration proposals, which suggest that the Ministry should determine the conditions of registration on the grounds that "the fixing of standards is safer in official hands," is strongly assailed in a reservation, signed by teachers' representatives, who not unnaturally claim that "teachers, like every other professional class, should have the right to decide, through their own representatives, what shall be the qualification for enrolment in their body."

PERSONAL PARAGRAPHS.

THE news of the election of Mr. Munro, the Scottish Secretary for Education, to the judicial bench has been received with unmingled pleasure by all Scottish teachers. Scottish education has never been administered with more breadth and humanity than under Mr. Munro's régime. Even if Mr. Munro had not been the author of the 1918 Act he would have been outstanding as one who appreciated the services of the teachers to the community at their true worth and maintained the most friendly relations

with the profession in his conduct of affairs. One happy result of this is that even with the setback in school conditions during the past year there has been no criticism of Mr. Munro by Scottish teachers such as Mr. Fisher has received in England. The charitable assumption generally made is that Mr. Munro is as much distressed by the arrest of educational problems as the teachers themselves, and that if the bright promise of his Act is not to be realized in our generation it is his misfortune and not his fault.

THE sudden death of Dr. Anthony Finn, head master of Colston's Boys' School, Bristol, will be deeply regretted in scholastic circles. Dr. Finn was the son of a railway platelayer, and was born at Blencow, Cumberland, 53 years ago. He was educated at the old Blencow Grammar School and Trinity College, Dublin, where he obtained the degrees of LL.B. (1892) and LL.D. (1901). After some twelve years' experience as an assistant master at Liverpool, Darlington, and Birkenhead, he was appointed head master of Colston's in 1901.

MR. H. G. WELLS has been formally adopted as Labour Candidate for the University of London in succession to the late Dr. W. H. R. Rivers. Mr. Wells has at least one qualification which on the best authority is considered indispensable in a University representative—an open mind on many party shibboleths. Characteristically, however, and in accord with his own experience and outlook on life, he is a strong partisan for a generous educational policy and for the promotion of scientific research, a sworn foe to waste of mental ability and to a starved and cabined life for the teacher or scientific worker. If elected, he would bring to Parliament and to his party a mind at once informed and imaginative, lucid and logical, a temperament enthusiastic but without arrogance, an eye with a vision of the New World but without alchemical illusions. A man of science with a rare literary power, Mr. Wells has always been keenly interested in the adoption of scientific methods in education generally. He was a student at the Royal College of Science from 1884-7, and he was the first President of the Old Students' Association of the College.

THE REV. CANON J. R. WYNNE-EDWARDS, head master of Leeds Grammar School, has accepted the living of Kirklington, Bedale. Mr. Wynne-Edwards was educated at Giggleswick and Oxford, and was appointed head master of Leeds Grammar School in succession to the Rev. J. H. Dudley Matthews. Under his careful guidance the school has prospered exceedingly. It has increased in numbers from 168 to 600, and it holds a high reputation. A remarkable feature of its record is the large number of University honours gained by its pupils. Mr. Wynne-Edwards was president of the Incorporated Association of Head Masters in 1917, and he is an ex-president of the Leeds Philosophical and Literary Society. He lately accepted an honorary canonry in the diocese of Ripon.

MR. J. S. DAVIES, one of the hon. secretaries of the I.A.A.M., is announced as prospective Parliamentary Candidate for the University of Wales at the forthcoming election. Mr. Davies, we hope, will decide to stand simply in the interest of education. His record is that of a practical teacher. He is a graduate of the University of Wales and London, and has been teaching continuously since 1901 in secondary schools in Wales and England. At the present time he is the senior history master at Harrow County School for Boys. Mr. Davies has always taken a keen interest in the professional affairs of secondary school teachers, and apart from the position of hon. secretary of the I.A.A.M., to which he was elected last January, he has had a wide experience of Association work as hon. secretary of the Parliamentary Sub-Committee and member of the Council and Executive Committee.

(Continued on page 704.)



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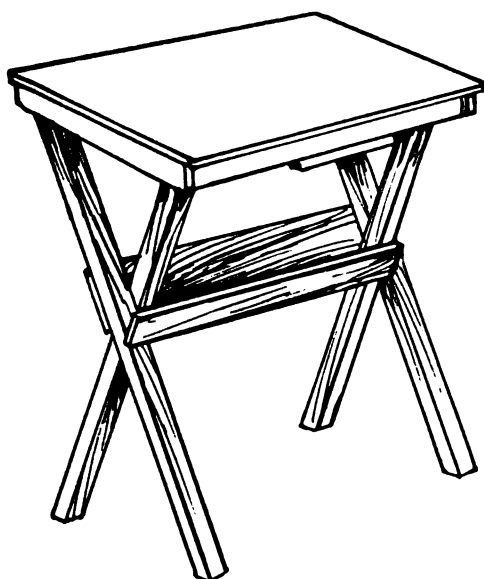
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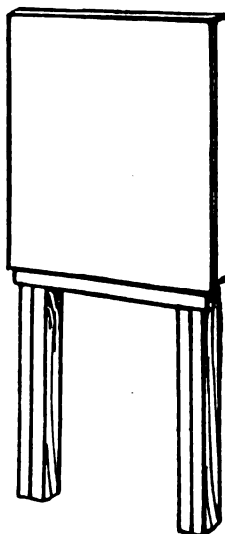
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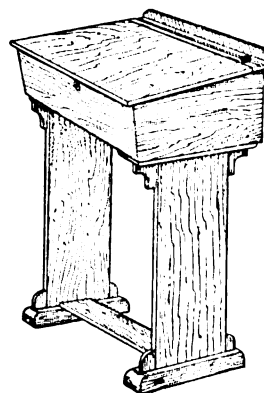
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At a meeting of teachers at Swansea on Saturday, September 30th, Mr. L. J. Roberts was the recipient of a handsome presentation from the teachers of Wales on his retirement after serving as H.M. Inspector of Schools (Elementary, Secondary, and Technicological for the greater part of the time) for over 27 years in different districts, covering nearly the whole of Wales. Unusually warm tributes were paid to Mr. Roberts, among the speakers being Mr. W. G. Cove (President), Mr. Lloyd Pierce, and Mr. Celfyn Williams, all of the N.U.T. Executive, as well as Mr. Tom John (ex-President of the N.U.T.). Mr. Herbert Lewis, M.P., Parliamentary Secretary of the Board of Education, lately described Mr. Roberts as one who had "an innumerable host of friends throughout Wales and not a single enemy." Mr. Roberts' retirement, at the age of 54, was due to ill health.

HONORARY degrees were conferred on October 10th at Leeds University on a number of well-known men. The degree of Doctor of Letters was conferred on the Bishop of Ripon and on Mr. Bruce Richmond, editor of *The Times* Literary Supplement; that of Doctor of Science on Sir Dugald Clark, Sir Frank Watson Dyson, Astronomer Royal, and Sir Richard Gregory, editor of *Nature*; that of Doctor of Laws on Mr. H. I. Bowring, Mr. Benjamin Broadbent, Mr. Henry McLaren, and Mr. C. F. Tetley.

MISS HELEN DREW, head mistress of the High School, Newark, since 1916, has been appointed head mistress of Colston Girls' School, Bristol, in succession to Miss B. Sparkes. Miss Drew was educated at the Oxford High School and Newnham College, Cambridge. She was a Senior Optime in the Maths Tripos, 1903, and obtained a second class in Part II of the National Science Tripos in 1904. In addition she graduated at Dublin with the M.A. degree in 1907.

MR. A. C. K. TOMS, the Chairman-elect of the Incorporated Association of Assistant Masters in Secondary Schools, is a well-known member of the staff at Clifton College. Mr. Toms is a broadminded man with a striking personality, and he is already noted for his tactful handling of difficult problems. His experience includes some twelve successful years as head master at Cirencester.

CORRESPONDENCE.

CONFERENCE ECHOES.

To the Editors of *The Journal of Education and School World*.

DEAR SIRs,—Some recent experiences at the Geneva Conference on Moral Education suggest points of interest for your readers. Six languages were officially recognized. At first one saw chiefly the glare of the windows, heard nothing but slamming doors and creaking seats; then German emerged from the hubbub sharp and clear, as spoken by those who knew they could make their meaning plain if only they took pains with enunciation. English speakers tried to follow their good example. French, which almost every one might have understood, was sometimes spoken low and slurred, or fast and loud and not much easier to catch. In fact the ideal conditions of a polyglot conference are just those of every other conference, slow, clear, loud speaking, good acoustics, and quiet within and without the hall.

There is a gift of ears as well as of tongues; a few days rest after a long journey, a good seat, a good light, a quiet mind, and gradually consciousness of the language medium fades into understanding of the speaker. I did not reach the higher rapt attention leading to that rare but beautiful optical illusion, the dim white halo fringing the speaker's head. This seems to need a curious complex of conditions, physical, physiological, and psychical. A good light on the speaker, but not on the listener, a fairly uniform neutral grey background, complete absence of distracting thoughts or sensations, a "gathered" or

slightly hypnotized mind and intense interest both in the speaker and his topic.

Translation tends to disintegrate the attention of a conference in various ways. An anticipated translation makes speakers less careful and may make hearers less attentive. The actual translation is of no interest to those who have already understood, and breaks up the meeting into groups of whispered conversations. Also the time taken in translation would be better used in hearing fresh speakers. A general discussion in French-English-German without translation is quite possible, it is only the old rule of the British Association as given out by Sir John Lubbock at York in 1881.

There are cautions for Englishmen speaking abroad. We need for European platforms a translatable English, one which avoids slang and purely English idioms and words suggesting false translations like "ignore," "assist," "sanction," or only uses "sacred treaties" at the Société des Nations when it is deliberately intended to suggest "sacrés traités." A knowledge of common French and German phrases into which such English might be translated is also essential. Could not our schools do more to help in producing the required literary style, a clarified European English? The ardent propagandists of Esperanto and Ido make any sane discussion of the international language problem almost impossible. Of course it is all right to permit the teaching of these languages in schools and to allow them as optional subjects in matriculation examinations. But the real problem for Western Europe is that of letting the existing dialects grow and hybridize. This is mainly a matter of hospitality to foreign words and of putting aside some prejudices associated with *echt Deutsch*, academic French, and literary English. We need not accept all Americanisms in spelling, but examiners might at least agree not to count as wrong the "First Hundred Words" of the Simplified Spelling Society. With some small concessions on our part we might then hint at others. Would the Soviet Government accept the Romance alphabet in their great scheme of popular education? Would the *Entschiedene Schulreformer* in Germany permit hyphens in compound words like *Land-wirtschafts-lehrer*? Would they ask us to print nouns with capitals? and might we ask for some elasticity in the order of words in the sentence? Would the French take kindly to a spelling reform movement and some suppression of silent letters? Can we propitiate the Italians by asking that their pronunciation and vowel values may have a preference in doubtful cases? It is useful to have an international vocabulary of some 1,000 words which are already widely current. This list has been published by the Idists and might suitably be on every schoolboy's desk, with some encouragement to use such words in English compositions. The differences of accent in a gathering of foreigners all nominally speaking English may make them very difficult to follow, whilst a correct intonation may make us intelligible to animals. It seems time that the rigid proposals of the Esperantists and Idists should be praised as a John-the-Baptist-movement-crying-in-the-wilderness, but no longer allowed to obstruct discussion or practical progress towards the real thing, an everyday language for use in Western Europe.

Yours truly,

Stocksfield-on-Tyne.

HUGH RICHARDSON.

MONTESSORI SCHOOLS IN ITALY.

To the Editors of *The Journal of Education and School World*.

DEAR SIRs,—Will you allow me to trespass on your valuable space and explain the cause of the closing of the Montessori Schools in Rome referred to in the press.

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SUPPLEMENTARY AIDS TO CLASSROOM WORK.

XI.

NATURE STUDY.

By E. W. SHANN, Oundle School.

THE term "classroom work" at once calls up for the teacher a vision of a prescribed syllabus of work to be carried out by a class during a definite period of time. A problem then devolves upon the teacher as to the best form in which to present the prescribed work. We are all agreed nowadays that a series of formal lessons (however neatly arranged to cover the syllabus) spells stagnation instead of impetus to mental development; at the same time the teacher who regales his class at every meeting with some form of "stunt" will achieve no more, if as much, success.

The teacher preferably should be at liberty, within certain broad limits, to compile his own syllabus. It is manifest that the whole subject-matter comprised by the term "Nature Study" cannot adequately be presented in the normal course of one year, and that certain aspects of it must therefore be selected as being most suitable for the locality of the school, the age and mental calibre of the class, and so forth. Having taken into account the above considerations, the teacher will be well advised to consult the members of his class as to the aspect of the subject which particularly appeals to them (they will be found, as a rule, to have quite definite predilections), and by this means he will have his class with him from the outset. Moreover, this selective method gives him power to make capital out of any branch of Nature Study to which he has devoted his personal labours; there is an infectious magnetism in the touch of the expert which is well worth the risk of criticism on grounds of over-

specialization. Whether the syllabus is framed by the teacher or by higher authority, however, there must be a definite objective to classroom work if the class is to benefit by it.

There is not space here to enter into the history and aims of Nature Study, but teachers of the subject who have not already done so would do well to read chapter II in "The Teaching of Biology" (Lloyd and Bigelow); there is life in it.

The progress of the more advanced type of Nature Study, generally known as Natural History, in our schools has been hampered of late years by the finding of the Secondary Schools Examination Council (1919) that "The principles of biological science can be better illustrated by means of botany, especially as physiology occupies a far more important place in this subject than in zoology, which does not readily lend itself to experimental treatment." This finding has received timely castigation at the hands of the Zoology Organizing Committee of Section D of the British Association, whose report (issued 1921) has been acclaimed and supported by teachers of biology throughout the country. In America, where the teaching of biology holds a much more prominent position in national education than it does in this country, there has been no attempt to subordinate the status of zoology to that of botany; indeed, part of the programme, even in the elementary schools, is earmarked for "Human Physiology."

The theme of the present article is Nature Study, to which we will now return. The above digression was made in order to forecast the effect which the narrowing report of the Secondary Schools Examinations Council will have upon the conception of Nature Study in the elementary schools. It will become synonymous with (very) elementary botany; for, if there is to be any continuity in education, the work of the elementary school should lead to a jumping-off place for what is to be done later in the secondary school. The beauty of the term "Nature Study" is that it is elastic enough to comprise the elements of botany, zoology, and human physiology, to say nothing of agriculture, geology, chemistry, and physics. One would not wish to dwell upon any of these sciences to the exclusion of the others (much less to mention their names); all too soon comes the segregation of branches of knowledge into water-tight compartments. In beginning the study of nature the plant must be taken in conjunction with the soil and air which form its natural environment, also with diurnal and seasonal changes: the animal in conjunction with the plant and with other animals living and fossil: finally man himself in relation to other living things and as regards the elementary workings of his component parts. It matters little what natural object is selected for study so long as the work is carried out on scientific lines ("scientific lines" does not imply the substitution of long names for short, but simply all that makes for intellectual honesty). If the scientific method is not applied even with the youngest classes, if slackness of thought and aimless questions are tolerated, if no results are recorded or conclusions deduced from them, the classroom work in Nature Study may degenerate into a rag, the "field-work" into a picnic. The common tendency is to underestimate rather than to overestimate the mental capacity of a class, and to withhold every advance in knowledge until the last possible moment on the plea that "they are too young to know." The attitude represents a lingering trace of what was in primitive man a strong instinct, namely, that of self-preservation; his sons must not learn all that he knew, or too soon would they be ready to club him that they might reign in his stead. This bogey of the past has no portion in a race of modern pioneers.

Having now reached a conception of what is understood by classroom work as applied to Nature Study, let us proceed to consider what supplementary aids can be introduced to sustain its vitality.

At the outset, the study of nature should be approached

through the observation of an object, preferably a living object; and this course should be followed up throughout the first year of study. It is better to avoid the use of a text-book than to give the impression that knowledge of life comes through memorizing the book instead of through personal observation (this secret escaped me before I realized that I was the author of such a book). Plant physiology furnishes a good approach to the subject, provided, of course, that the experiments are actually carried out and not merely described; moreover, there must be an atmosphere of adventure about the proceedings, it must not be a matter of following the book. In striving for this atmosphere one of the pearls of the classroom fell to the writer's lot. The subject to be taught was "root-pressure." I recalled to the class that an upward current of water in the stem was induced by transpiration from the leaves (we had noted this previously in the case of a cut plant, in which the root could have exerted no influence); now we were out to discover whether the root assisted or retarded the upward current of water. Some of the class predicted the former result, others the latter (it will readily be understood that all were beginners and that none possessed a text-book). By dint of suggestions from the class we arrived at the necessary preparations for the time-honoured experiment. While these preparations were being carried out by some members of that very junior form, an enthusiastic young voice inquired, "Sir, has this experiment ever been done before?" One has to play the game, and my reply was to the effect that the experiment had been done before, but under different conditions, and that the results always required careful investigation.

Where the biologist is handicapped as compared with the chemist or the physicist in his introduction of experimental method is the relative slowness with which his results are attained. An experiment set up on any one day will in very few cases yield a result on the same day. In cases where it is imperative to cover a syllabus in a given time one cannot indulge in the purely heuristic method of approach; it becomes necessary to hustle. At the same time, if the class is allowed to feel its way for the first few lessons, the thirst for knowledge of life, inherent in every member of a young class, will be inflamed instead of tamed; and, once fired, the spirit of adventure will spread to all the subsequent work. There are, however, other methods of speeding up the results without resorting to anything which savours of dictation. The "Conversazione Method" lends itself well to this end, the class furnishing both the lecturers and the audience. The schedule of work to be done is divided into a suitable number of more or less equal parts, and the class is divided into a corresponding number of syndicates. Each syndicate carries out its prescribed experiment, or collects its prescribed information; when the work is complete, a spokesman from each syndicate describes to the remainder of the class the results which he and his fellows have obtained. There is also a rather interesting classroom game which in the writer's student days was known as "Progressive Microscopes." It frequently happens that a classroom boasts only one or two slides of each of a given series of microscopic objects. The wary teacher, recognizing if these are passed round that his class will probably either select the wrong portion of each object or examine the right portion with the wrong power, is fain to draw the objects on the blackboard for the class to copy. If, however, each slide is placed beforehand so that the required portion comes under a suitable magnification, and brief descriptive notes, headed by numbers, are tethered beneath the stands of the microscopes, each member of the class as he enters can go to his accustomed place and draw the object which he finds there. At appropriate intervals (5 to 10 minutes) the order "Change!" is given, upon which each member of the class moves one place up (the last member of the series becoming number one). The game is, of course, equally applicable to objects easily visible to the naked eye, e.g. types of buds, leaves, fruits,

&c.; moreover, when the descriptive notes are omitted, it constitutes a useful form of practical test.

Some knowledge of what is meant in a biological sense by variation is desirable, especially when leading up to the idea of evolution. The study of variation can be introduced in the form of a simple experiment. A quantity of beans are divided amongst the class. The lengths of the beans are then measured to, say, 1-20th inch, and the numbers of beans of each length (8, 9, 10, &c., twentieths) are recorded on the blackboard from the observations of the whole class. The result shows very clearly that the majority of the beans are of medium length, and that on each side of the maximum number there is a similar falling away as the extremes of length and shortness are reached. This experiment will also furnish material during the mathematics hour for plotting a graph. Beans are suggested since, while easily handled, they will come in later for studying seed-structure and germination; but many other plant structures will be found equally instructive.

The nature chart serves to keep the classroom in constant touch with the outside world. The vertical columns of the chart contain such headings as: Birds (Migrant, Nests, and Eggs); Insects; Wild Flowers; Agriculture (Crops and Animals); Barometer; Wind and Rain; Sunshine; Thermometer; while the horizontal lines mark off the days of the month. The chart is posted on the classroom wall, and entries are made daily from the observations of the class. A new chart should be posted every month. Another method of keeping touch with the outer world is the living museum. This is an exhibit which changes with the seasons and requires constant renewal. Specimen jars are still prohibitive in price, but jam jars will serve to hold the exhibits, and a side table will be necessary on which to arrange them. In winter a collection may be made of twigs of all the trees in the neighbourhood; they illustrate the different types of buds and scars; each should be named. In spring the same collection can be renewed, when, if kept in water, the opening of buds and the formation of leaves and flowers can be watched. The next exhibit may be the prevalent weeds of the locality: with names, nature of crop, and means of eradication noted on the descriptive labels. And so on throughout the year: flowers, insect pests, fruits, fungi, mosses, &c., following as time and opportunity serve.

One of the most outstanding aids to classroom work in Nature Study should undoubtedly be "field work"; but this requires tactful handling if it is not to degenerate, as was said before, into a picnic. Some of the class will give their attention all the time, and all the class some of the time; the problem is how to retain the attention of all the class for all the time. This difficulty is always with us, indoors and out, though in the classroom the distracting factors in the environment are reduced to a minimum; at the same time the factor of somnolence is almost entirely eliminated in the open. It is necessary to have a definite objective for every outing, or the proceedings will resemble the adventures of the "Three Jovial Huntsmen" in the old song. A pencil and rough notebook form the essential equipment of each member of the class (notes inspected on the spot as a provision against the delinquent who proposes to "get the stuff from another fellow"). Much may be learnt from a brief study of a quarry: soil, subsoil, rock; weathering, with assistance of roots of plants; renewal of plant life on the cut surface, lichens and mosses; fossils, if any. Specimens of soil, rock, plants, &c., can be taken back to the classroom to furnish material for several hours' work, and there is an interest in material collected by oneself that can never be roused by the same material ready dumped in the classroom. Subsequently one may visit a gravel pit and compare the nature of the subsoil, the plant association, and so forth, with what had been observed in the quarry. There will be opportunities on the walk for stopping now and again to point out some example illustrative of a previous lesson or to make some note for the nature chart.

It has been impossible to enter into the consideration of Natural History Societies, pet-keeping, and other similar activities of the school not directly connected with classroom work, or to mention the research work which can be performed in senior forms, or, again, the holiday courses in marine biology, geology, &c., which some schools provide for such forms. Already I am exceeding my allotted space, and although I have limited myself almost slavishly to the title of the article, there yet remain many supplementary aids to classroom work in Nature Study. My aim has been to present a few such aids in sufficient detail to enable any fellow naturalist to give them a trial; most of these aids are not new to all, but may be to some, and to them they are offered for what they are worth.

THE DALTON PLAN.*

BY MISS C. T. CUMBERBIRCH.

THE idea of greater freedom and increasing self-activity for the child can be traced from Rousseau, who established the doctrine of freedom for the child physically, to Dr. Montessori, who has shown that free activity is necessary for his social and intellectual education. The application of this to older children under special conditions is seen in the Dalton Plan, which has aroused extraordinary interest and discussion. The idea behind the Plan is bigger than its name and represents something which we in England have been trying to formulate in word and in procedure for some time, and perhaps that is why the interest here is greater than in America.

For years we teachers have repeated to a point of weariness the weaknesses of class teaching: the inequalities in capacity, attainment, temperament, tastes of a class. We have realized that some have been squeezed and some stretched by the system and we have come to know that there is no "average need" which we can set out to supply. And for years we have tried to lessen these wrongs. The change in Primary Schools from Class Oral Reading to individual silent work, and the use made in Secondary Schools and Training Colleges of the results of individual simple research work or study are significant instances. Teachers have tried where possible to change the weight of emphasis from the class to the group or to the individual.

So there was already outside the Dalton Plan much that is within it. But Miss Parkhurst has focussed interest sharply on certain questions, and in her system, with its clean-cut edges, we may see our vague ideas concentrated and our partial efforts extended. The Plan has no vagueness or tentativeness, and its aim is most clear. The child must teach himself, and for the teacher, the child, and not the class, is the unit.

The Plan is too well known to need description. In the city of Hull we have made experiments in the direction of the Plan, though we have moved with caution. One girls' school and a junior mixed school began the Method with one class in one room and one teacher taking all the subjects: another girls' school is working its own modification of the Plan in two classes, with specialist teachers, and no specialist rooms, the teachers moving to the different rooms at the time-table times: one senior girls' school and the Municipal Training College have tried the Plan fully. There are different conditions as to length of assignment, frequency of class lessons, and amount of time for free choice. No school has used the complete Graph system, though all have some recording methods. In all cases corrections have been found heavy. The head teachers and teachers are not at one in opinion, though on the whole it is favourable. The effect of the System on the different types in a class is not always found to be the same, e.g. "It is better with the slow children"; "it is better with the intellectually stronger";

* Outline of a Paper read to the Education Section of the British Association, Hull.

"the quiet like it"; "the child of the limelight does not like it"; "the stronger children are apt to become aggressive"; "with dull children it is not a success." The experience of the effect on the school attendance is more uniform—"they will come to school if they can crawl"; "a girl has a constant fight on washing days to conquer the indifference of her family."

As to the value of the Plan generally, the head teacher of the senior school finds, to quote a few of her points, that the information acquired by the girls seems more precise, that a sense of perspective is developed because a large portion of the syllabus is outlined, that children are surprised to find that they can work so well alone or that they find it so difficult to work alone in certain subjects, and that most children become increasingly business-like in their attitude to work. The head teachers agree as to the obvious growth of self-reliance, concentration, and independence of thought, but feel that special care is needed if co-operation and *esprit de corps* are to grow too. With college students, the Plan seemed to lead to less confusion of thought and more systematic reading, and the practice in the selection and arrangement of facts—which is usually done by the lecturer—was evidently valuable. The weakest students were somewhat bewildered—the average students gained the most, and some of the best seemed to miss the stimulation of the lectures.

To pass from a local to a more general survey. Two points should be noticed, which account for some adverse criticism. The English attitude to education is not the American, and American phraseology sometimes irritates. Throughout the Plan we have a business-like arrangement and business terms: it speaks of contract and job and of budgeting; there is a bargaining touch in the "Departmental Cut," and the assessment of work done is a numerical one. Speed and efficiency do not represent education, and one wonders whether a thorough Dalton child would learn to *browse* sufficiently, or could ever achieve that leisurely culture which Mr. Leacock envies in our older universities! Again, there is a natural conservatism in us, explaining our national genius for compromise; weakness and strength are in it, and its strength is seen in our desire and capacity to link with experiment and buoyant initiative, the appreciation of the tried excellence of old ways. We acknowledge that however teaching may have to change as a result of the Plan, some of it has been *good*, and we resent a little, therefore, Miss Parkhurst's sweeping assertions that "the old class lesson was always the concern of the teacher's interest and speed," or "the teacher need no longer have to thrust information down unwilling throats," or, again, that "the teacher in the future will neither be stilted nor unnatural."

To go further in discussion we must ask: What is the valid place of class teaching if all true education is self-education? Miss Parkhurst and her followers give little opportunity for class teaching beyond that which aims at explanation of work and elucidation of difficulties. We hear of the need of the teacher to remain passive, of the teacher's "self-denying ordinance," or "self-abnegation"; the old qualities of good teaching, arresting descriptions, suggestive and eloquent exposition are given no stated place, but we are reminded that the inspiring lesson as such may not be a help but may intervene between the child and his work. Perhaps one of the best things the Plan has done is to make us examine established methods of procedure and their results. No one would deny the danger in the over-stimulating, or in the over-efficient, all-capable teacher who could proudly keep fifty listening as one, nor would any deny the danger in class lessons of the inspirational type. And yet there would be weakness in any system which does not use their strength. There are powers of imagination and of feeling within the child which may be released only through the living personality of teacher or parent, just as the latter's more mature experience and thought are a necessary guide in the training

of a child's discrimination and judgment. We may be told that so many inspiring lessons, lectures, sermons, are forgotten. Yet we know now as never before that our mental and spiritual attitude is influenced and determined—and this does not end with youth—by the hidden store of "forgotten" impressions. The adult does not live on or by the Dalton Plan method; if so there would be no need for lectures, even of a British Association! Each year our students are set to think out Prof. Green's trenchant questions: "Why do you attend lectures on subjects which are adequately treated in text-books?" and "Think of three of your most cherished 'convictions'; to what influence do they owe their strength?"

Thring's definition of education is still one of the finest—"The transmission of life from the living teacher to the living child," and the thought of the teacher as a transmitter especially of an enthusiasm for beauty, must be added to the Dalton idea of the teacher as observer and explainer. We know, too, that such transmission is easiest when numbers are large, and for this reason Dr. Hayward would for certain purposes increase classes in number. Our new methods, rightly thinking so much of the individual, must not ignore the power of collective personality and collective emotion, and no amount of necessary warning against the evils of mob enthusiasm should blind us to the other side. "Action and reaction among the pupils in a class has an educative value quite apart from the value of the subject being taught." The conclusion of the matter to some of us is that the class lesson remains where it was in those subjects in which the personal, suggestive, imaginative power of the teacher can be communicated, or in narration and description which to children—as to adults—often takes on life when met with in the living voice of a speaker.

At the same time the Plan has made us revise our ideas of the good teacher, and there is gain here. The good teacher in the future will be one who can place first in his own observation and interest, the growing self dependence of the child, and his increasing power to read carefully and to appropriate what he reads. The child is given material, equipment, tools, and the good teacher will form his judgment of the child's progress not only from the point reached but also from the growing ease and spontaneity in the management of equipment. The very close contact between the teacher and child, which is one admirable result of the Plan, will make such increased personal knowledge possible; in the past it was difficult to have more than a superficial knowledge of the children's progress apart from judgment of results.

On the intellectual side the quality of the teacher will be recognized in two special directions. First, in the setting of assignments and their differentiation for the different grades of children. Assignments are not an easy matter, and the faults of the bad teacher will be more obvious and more dangerous here than under the old system. Width of thought and discriminating judgment will be needed to find the right problems and work, which will cover the ground adequately. Secondly, in the heavy work of corrections, which now will entail an added responsibility. From the teacher's corrections and from the kind of assignment the child is to form his intellectual standards. There will be the constant difficulty of the volatile child too easily satisfied, who might count a subject finished when questions on it are answered. In our old method, the good teacher often asked a question, which after class discussion he showed to be beyond a finite answer; he wisely did this when speaking of the great forces working in the history of man. Somewhere in the teaching of the future there must still be room for the discussion of such questions as cannot be answered in a child's exercise book.

Looking forward one can see among the results of the wise working of the Plan—or its modification—in the pupil, more active interest, more thorough and more permanent knowledge, a larger sense of inquiry with greater power to satisfy it—a power not dependent on

outside stimulus, a keener love of books, and growth in independent thinking. Between teacher and pupil there will be a new sense of co-operation and comradeship in learning, which along with other factors will give a new quality to discipline.

The Dalton Plan will not completely change method and procedure in our schools and colleges, but it will profoundly modify them.

UNIVERSITIES AND SCHOOLS.

ENGLAND.

The Chancellor (Lord Curzon) has re-appointed Dr. L. R. Farnell, Rector of Exeter, for a third year of office as Vice-Chancellor. In Convocation on October 11, the Vice-Chancellor read

Oxford.

himself in, as it were, by a speech in English, following his own precedent. He announced some important benefactions—an unknown benefactor is to bequeath £50,000 for the general needs of the University, and there is a gift pending of £120,000 from the Trustees of the late Sir William Dunn for an Institute of Pathology. The first benefaction is to be used to increase the stipends of University teachers. The second is novel, for Oxford has few institutes for scientific research, and has not hitherto specialized in the direction of applied medicine. It is to be hoped that the conditions for research in pathology at Oxford may be found favourable, particularly the adequate supply of material, human, animal, and vegetable. Subject to this, pathology offers a fruitful field of work, the cultivation of which will greatly enhance the prestige of the University.

The Vice-Chancellor also commented on the report of the Royal Commission. He warmly approved of the creation of University lectureships which would relieve overburdened College tutors of some of their work and forge a new link

Report of the Royal Commission.

between the Colleges and the University. He felt there was some danger in the proposal to extend and increase extramural teaching. The most significant of his comments related to the question of State grants and consequential control. Why not, he suggested, secure the grant by Act of Parliament? As to sumptuary laws for undergraduates, more could be done by private advice and counsel than by public action. This year will bring to an end the residence of war students, aided by Government grants, to whose work the Vice-Chancellor referred with appreciation.

The Vice-Chancellor, Dr. Pearce, Master of Corpus Christi College, in his address to the Senate, observed that the financial recommendations of the Royal Commission would probably have had

Cambridge.

some chance of being carried into effect "but for the serious condition of the national finances consequent upon the chaotic state of domestic and international politics and budgets." He referred in feeling terms to the losses sustained by the University by deaths during the past year. The University progresses rapidly in the direction of organizing a complete series of research institutes. The Institute of Parasitology, the gift of Mr. and Mrs. Molteno, was opened in November, 1921; that for Low Temperature Research in Biochemistry and Biophysics is now completed and at work; and the Institute of Agricultural Botany has been honoured by a Royal visit. Dr. Pearce has been admitted to the office of Vice-Chancellor for another year.

The Senatorial Elections consequent on three casual vacancies, one in Arts and two in Science, have excited unusual interest. In Arts the voting was

London.

1,044 for Dr. Scott Lidgett and 731 for Miss Paul; in Science, 813 for Dr. George Senter, 477 for Mr. C. W. Crook, these being elected; 321 for Dr. J. S. Bridges, 309 for Mr. T. Ll. Humberstone, and 191 for Dr. Jessie White. The successful candidates, Dr. Scott Lidgett, Dr. Senter, and Mr. Crook were supported both by the Graduates' Association and by the Teachers' University Election Association. When, at the previous election in Science, Mr. Crook was supported by the Teachers' Association only and opposed by the Graduates' Association, he gained 344 votes and was not elected, two seats being won by nominees of the Graduates' Association and the third by a nominee of the Teachers' Association. On the present occasion the two Associations supported agreed candidates with the results stated. Unfortunately the election in Science was marred by what will be regarded by many as an illegality in that the voting papers practically directed the

electors to vote for two candidates and prohibited single votes. The objections which were lodged by some of the independent candidates were overridden—ignored would perhaps be a more appropriate word—though in part admitted by the chairman's direction to the scrutineers to count single votes, a ruling which failed to meet the gravamen of the objection. The Standing Orders of Convocation, it may be observed, clearly permit an elector to vote for as few or as many candidates as he pleases, not exceeding the number of vacancies, and this is in accord with usual practice in elections. All the elected candidates can claim wide educational experience as well as personal qualifications. Dr. Senter would, however, more appropriately have been elected to a seat on the Senate as a University teacher and as a representative of the Faculty of Science, sixteen seats on the Senate being reserved to the teachers of the University who are members of the several Faculties. The balance of the constitution of the Senate must be affected if the tendency to elect University teachers to Convocation seats continues unchecked. The proportion of electors who voted appears to have been distinctly higher in Arts than in Science.

The new premises of the Union Society on the Bloomsbury site, formerly the Pickwick Hut, were used for the first time on October 17 for a debate on the League of Nations, which was conducted on competitive lines on the American model, the speakers being representatives of various Colleges of the University. Lord Ulleswater acted as adjudicator. The internal alterations of the new premises include the provision of a debating hall and two common rooms. Notwithstanding generous financial support from the Senate, further funds are needed for furniture and equipment. It would be difficult to overpraise the ability and enthusiasm which the students have shown in this undertaking. In enterprises of this kind, however, it is often *not* the first step which costs. The really testing time will come later when apathy, intrigues, jealousies, and others of the unholy brood, begin to assert themselves. May that time be long deferred!

The candidates for the representation of the University at the next Parliamentary election appear to be ranged: Sir Sydney Russell-Wells (Conservative), Prof. A. F. Pollard (Liberal) and Mr. H. G. Wells (Labour); though it is not impossible that one or two more candidates may come forward, a woman, for example, or, as in the last election, a freak. It is a remarkable coincidence that the two candidates who are graduates of the University should have the same name—Wells—and that both should have been educated at the same College, the Royal College of Science. After their purely scientific training, their paths diverged, Russell-Wells proceeding from science to medicine, and H. G. Wells from science to teaching and literature. Prof. Pollard, the historian, will be seriously handicapped in his campaign by the fact that he is not a graduate of the University. He is a distinguished teacher of the University, and one of the strongest champions for the development of the University on its teaching side. The Institute of Historical Research recently opened on the Bloomsbury site is largely the creation of his active and fertile brain.

WALES.

Welsh education authorities seem to be concentrating all their energy at present on the reduction of educational expenditure, and for the moment to be quite indifferent to the progress of education within the areas under their control. One rarely notices any discussion of an educational problem, for finance dominates all other considerations. In some of the counties the endeavour to cut down educational expenditure has taken the form of dismissing married women-teachers and of closing the smaller rural schools. Three education committees decided to make an attack on the Burnham Scale of salaries by the insidious method of inviting teachers to a joint conference on the question of salaries, but as might be expected it was impossible to arrive at an agreement, as the teachers rightly contend that the Burnham agreement is operative till 1925 and is binding on the authorities. In Monmouthshire and Abertillery, similar negotiations were carried on, but in each case they were unsuccessful. In Anglesey the County Education Committee has asked the governing bodies of the three intermediate schools to reduce its annual expenditure by £700 or £800, and to effect this the staffs have been reduced in each school. In Montgomeryshire, the salaries of the teachers have been reduced by 20 per cent, and there has been a curtailment of educational facilities within the county. It is also very probable that the Welsh Department will bring further pressure

on Welsh education authorities to curtail their expenditure, because the estimates already submitted to the Department by the Welsh counties exceed by about £40,000 the sum allocated by the Treasury for education in Wales. It is, therefore, almost inevitable that secondary education will suffer, because the Welsh Department has threatened to set a definite limit upon the sum which it will contribute towards its expenses.

The Miscellaneous Provisions Bill is also another possible source of danger; and the Swansea Education Committee has uttered a strong protest against its adoption by Parliament. It was of opinion that too much importance could

not be attached to the clause in the Bill which conferred on the Board of Education the power of limiting grants to local education authorities in order that they may fall within the amount provided by Parliament for the purpose. This is tantamount to doing away with the Deficiency Grant and to substituting for it any amount the Board might think fit to contribute. It was resolved so join with other authorities in uncompromising opposition to this section of the Bill, and to endeavour to secure its withdrawal by Parliament.

The Welsh Department of the Board of Education has issued an order empowering the Central Welsh Board to examine at the school certificate stage, ex-pupils of the intermediate schools.

Examination of ex-Pupils.

This is a very important new extension of the powers of the Central Welsh Board because, so far, its examinations have been strictly confined to pupils actually attending the schools, and were not open to outside candidates, as are the University locals. This new concession will, no doubt, be very useful to several ex-pupils who, for a variety of reasons, have failed to obtain a school certificate and who afterwards discover that its possession is necessary for them as an avenue to a profession or to an appointment. It will, however, be necessary for the Central Welsh Board to consider very carefully the conditions under which such ex-pupils shall be admitted to the examination. Unless great care is also exercised, it is quite possible that this new privilege will have a tendency to shorten the school life of some of the pupils, for if they are allowed to sit for the examination at any time, and without any restrictions, many of them will undoubtedly leave the school before they have completed a proper course, and be prepared to take the risk of qualifying for the examination later on.

On Monday, October 9, the fiftieth anniversary of the foundation of this College was celebrated, the College having been opened on October 9, 1872. Mr. D. C. Roberts of Aberystwyth, who presided at the function, gave a short

University College, Aberystwyth.

history of the growth and development of the College during the last fifty years. Its beginnings were small, for on the opening day there were only three on the staff and twenty-five students, whereas during this session there are over 100 on the staff and nearly 900 students. He expressed his pride that the foresight of the pious founders of the College has now been so amply justified in its growth and success, as well as his confidence that further developments await the College in the future. Many old students of the College have risen to positions of eminence and usefulness in the public life of Wales, and they were present to testify to their loyalty and devotion to it. The work of Sir Hugh Owen, Mr. David Davies, Llandinam, Principal Thos. Charles Edwards, and Principal Roberts was eulogized in excellent speeches by Principal J. H. Davies, Sir Ellis Griffith, Major Edgar Jones, and others. The Old Students' Association also unveiled a tablet "To the memory of the men of the Mitre Court, and the men of the Freemasons' Tavern, and of all those brave old founders by whose labours the young people of Wales now enjoy the gift of knowledge."

Prof. C. K. Webster has been appointed to the Wilson Chair of international politics at the University College, Aberystwyth, in succession to Prof. Zimmern. Prof. Webster holds at present

Appointments.

the Professorship of Modern History at the University of Liverpool, and was secretary to the British Delegation at the Paris Conference.

SCOTLAND.

The main interest of the second Annual Meeting of the National Committee, which was held in Edinburgh at the beginning of the month, was in the report submitted by the Central Executive in regard to economies effected during the past year. Taken on its face

The National Committee for the Training of Teachers.

value the report was excellent. The levy made on the education

authorities for the upkeep of the Training Colleges had been brought down from £6 for each teacher employed to £4 10s., and there was prospect of a further reduction to £3 in the present year. At that figure it was likely to remain for some years to come on account of the heavy burden imposed by the capital expenditure on new colleges in all four centres. So far no reduction had been made in the salaries of the staff of the training colleges, but it was suggested that that might come once the authorities agree among themselves on a common policy in regard to their own teachers. One economy which was not mentioned was that which would result from a reversion to the old system of four Provincial Committees and the disappearance of the National Committee and its Executive. The National Committee has not met for months, and there is no reason to believe that any difference would be made if it never met. The case against the Executive is different. Of its activity there is no question. What is in doubt is the value of its activity. As things are the Local Committees deal with the affairs of their own centres in a semi-responsible way and pass on their findings to the Executive, with the result that business proceeds slowly and adjustments are hard to make. It is certainly not an economical system.

In the report to the National Committee, credit was claimed for the steps taken to secure for the teaching profession the large number of young people who had been induced to go in for a degree

The Supply of Teachers.

on applied science just after the war and who now found themselves without the remotest prospect of employment in the industrial sphere. Whether the claim will be admitted, either by these students at the end of their new training or by the teaching profession, is another question. For as Prof. Darroch, the chairman of the National Committee, has said, and as indeed everybody knows, there is at the present moment a glut of teachers of all sorts, and more especially of highly qualified secondary school teachers. It is not unlikely that a considerable number of the men and women who met disappointment at the end of their science course may find the same fate awaiting them at the end of their training as teachers. The fact concealed by the report is that the bringing in of these science people was a serious blunder. What is worse is that the same blunder continues to be made with other groups of students. In all the centres graduates are thronging into training in unprecedented numbers, evidently driven to teaching by the closing of other avenues of employment, and nothing whatever is being done to save them from themselves by excluding the less desirable entrants and warning the rest of the risks of later unemployment. The mischief that is being wrought not merely in regard to the students' careers but in regard to the supply of teachers when disillusionment comes is so obvious that one wonders at the ineptitude of the Committee. The extraordinary suggestion has been made that the local committees are unwilling to discourage entrants of any kind because every additional student reduces the cost of training per student!

Great play has certainly been made with the fact that the cost of a student at Dundee is £154, at Glasgow £65, and at Aberdeen and Edinburgh £58. These figures have been so often repeated that the committees may well have come to

The Dundee Training College.

the conclusion that a lowering of the figures, however effected, is the supreme test of economical administration. One proposal rising out of the comparison, almost as foolish as the increase of students beyond the present need, is that the splendid new college in Dundee should be closed, and staff and students dispersed among the other three colleges. Admittedly that would be an "economy"—just now. So would the closing of St. Andrews University and the dispersal of its staff and students. But apart from the fact that the time may come at no distant date when the students from the Dundee area will all be required for the staffing of the post-economy schools and will only be recruited for a local college, this idea of centralization in big colleges, like the idea of big classes, is contrary to the spirit of true education. The Edinburgh and Glasgow centres are already overgrown and are spiritually less effective than they should be on that account. If there is to be centralization at all, it would be better to send it in the opposite direction. There is talk of bringing all students in training for secondary schools into one or two centres—which, being interpreted, means Edinburgh and Glasgow. If Dundee and St. Andrews can accommodate them, why not send them there for their general training, and confine the practical work, for which there are special facilities in the other cities, to a few

(Continued on page 714.)

B.A. & B.Sc. London University.



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weeks at the beginning or end of their course? The same plan might, with advantage, be followed in regard to the training of the comparatively small numbers of Chapter VI students, like the manual instructors, now required to maintain the supply of specialist teachers.

The trouble anticipated from the issue of Circular 51 regarding the treatment of necessitous children has not been long delayed. This month the education authorities up and down Scotland have been discussing the situation created by the unwillingness of the parish councils to undertake responsibility for the proper feeding and clothing of children whose parents come under the Poor Law. The reports of their discussion do not make very pleasant reading. They are naturally concerned about children under their care coming to school badly fed and clothed. But most of them stand in fear of the cost of relief being surcharged by the Department's auditor at the end of the year, and shrink from any action beyond seeking conferences with parish councils which have no desire to confer with them. That of course means that the children will have to go cold and hungry for economy's sake. In these circumstances the Glasgow Education Authority, after asking for a conference with the Parish Council three times, and having their request refused on the ground that a meeting would serve no useful purpose, sent a deputation to confer with Dr. Macdonald, the secretary of the Education Department, and with members of the Scottish Board of Health. The upshot of this conference was the re-affirmation of the fact that Circular 51 was simply an interpretation of the law as it stands, and that it must be acted on whatever the consequences. The point was raised whether pending continued negotiations between parish councils and education authorities which might be protracted, and pending subsequent procedure if Government bodies intervened, education authorities might be permitted to continue to feed children reported to them as unable, by reason of lack of food, to take full advantage of the education provided. The Secretary of the Scottish Education Department, however, replied quite definitely: "You have the circular of the Department before you and our auditor will require to take steps if you act contrary to it." Following on this conference the Edinburgh Authority has resolved to continue the feeding of the children in the meantime, and to ask the parents to pay, conveniently ignoring the fact that the parents in question simply cannot pay. The Aberdeen Authority has taken the bolder step of disregarding the circular by agreeing to carry on as before. If other authorities follow suit, the auditor may find it difficult to make his surcharge effective.

IRELAND.

Both in the North and in the South of Ireland teachers are waiting anxiously to see what the new Governments propose to do with Education. In the North a Commission has been appointed and reported. In the South the Government has not advanced so far. Even if it intends to appoint a Commission, it has not the power to pass a Bill this year. Its time is occupied with passing its constitution, and before it can legislate on anything, this must be established and its lower and upper houses must come into existence. Certain interesting things, however, have happened. When the Parliament or Dail, elected in June under the Treaty with Great Britain, met in September, the Provisional Government was reorganized and a new Minister of Education was appointed, Prof. J. McNeil of the National University. He was Speaker in the last Dail, and his successor as Speaker in the new Dail is Prof. Michael Hayes, who was the old Dail's Minister of Education. The Minister of Education in the Provisional Government—Mr. Lynch—gives up this post and becomes Minister without portfolio. Teachers will regret the loss of Prof. Hayes to education, as he had shown sympathy with their needs and had thrown himself into the task of reorganizing secondary education on broad, reasonable lines. He was inspiring general confidence. His successor has made up to the present no pronouncement on education. Under the Treaty it was agreed that the Universities should have representatives in the Senate, and this proposal was incorporated in the Constitution—four for Dublin University and four for the National University. After a discussion in the Dail this has been changed. The Universities have foregone representation in the Senate, and have obtained, instead, three representatives each in the Dail, where their influence will be more effectively felt. Lastly the President, Mr. Cosgrave, in introducing estimates, stated that the amounts to be spent on Education during the present financial year were: for Universities and Colleges, £110,800;

for public Education, £3,863,921; for Intermediate Education, £132,750; and for Science and Art, £180,118. Some questions have been asked in the Dail about the position of Secondary School Teachers, and it has been stated that the reform of education will be one of the first subjects on which the Dail will legislate after the constitution is set up. Two Government colleges have been closed—the Marlborough Street Training College for Primary Teachers permanently, it being no longer necessary; and the Royal College of Science temporarily, its classes being housed elsewhere, it is said, on account of the discovery of a plot to blow it up.

In the North the Government has promised to introduce an Education Reform Bill next year, to be based on the Report of its Departmental Committee. This report published at the end of August puts its recommendations under the following heads: the Ministry and the Advisory Council; local organization; organization of the educational system, including such matters as compulsory attendance, religious education, and the staffing of schools; school buildings; secondary and technical education; pensions; special schools; meals for necessitous children and medical inspection and treatment; and finance. An advisory council is suggested to consist of thirty-three members including representatives of local committees, teachers, churches, boards of governors, and managers. The local committees for primary education should represent areas smaller than a county, and should have wide powers over the schools in their respective areas. In religious education the committee is in favour of combined literary and moral and separate religious instruction to children of the same persuasion, so far as possible in the same school, upon the fundamental principle that no attempt should be made to interfere with the peculiar religious tenets of any description of Christian pupils. For registered secondary school teachers the following scale of salary is suggested: For men £240 per annum, rising by annual increments of £15 to £500; and for women £225 rising by annual increments of £15 to £400. For preparatory schools: men £170 to £400, and women £150 to £325. There are proposals for the application of these scales to schools conducted by religious communities. A pension scheme is recommended; also a scheme of county scholarships to enable pupils of primary schools to pass to secondary and technical schools and thence to the universities.

The results of the Intermediate Examinations in the South of Ireland appeared at intervals during September, delay in publication being due to the outbreak at the end of June which interfered with the collection of the candidates' papers. In the North publication was also interfered with by a printers' strike. The number examined by the Intermediate Board in Dublin was 10,014, viz. 6,133 boys (Senior Grade 940, Middle Grade 1,722, and Junior Grade 3,471) and 3,881 girls (Senior Grade 438, Middle Grade 1,050, and Junior Grade 2,493), and 4,971 passed, viz. 3,127 boys (Senior Grade 569, Middle Grade 758, and Junior Grade 1,800), and 1,844 girls (Senior Grade 205, Middle Grade 492, and Junior Grade 1,147), the percentage of passes being 51 for boys and 46 for girls; 537 boys obtained honours (less than 9 per cent), and 286 girls (a little over 7 per cent). Boys were awarded 173 exhibitions and 191 prizes, and girls 35 exhibitions and 75 prizes. The distinctions for girls were nearly all in the Modern Literary group, 93 out of 110; there were none at all in classics. The boys' awards were distributed fairly evenly through all the groups.

The Rules and Programme of the Intermediate Schools in South Ireland were published in September, and although in the main they follow the lines of previous syllabuses, there is sufficient indication of part of the policy of the Provisional Government's Ministry of Education. Irish and English become alternative subjects essential for passing, and History and Geography, previously part of the English course, become a separate pass and honours subject. In Irish and English a student must obtain at least 20 per cent of the marks awarded to composition, but a similar provision that used to apply for a pass in other languages is dropped. All the mathematical subjects are grouped together, and a student must obtain at least 30 per cent of the total marks in those that are compulsory, with this proviso, that he must not obtain less than 20 per cent in any one of them. The obligatory subjects are A, Irish or English; B, mathematics; C, one language other than that taken in A; and D, two other subjects except when Latin or Greek is taken under A, in which case one other subject will be sufficient. A student may pass if he fails in any one obligatory subject.

other than mathematics, provided that he obtains at least 20 per cent in it. It will be seen that Irish takes pride of place side by side with English, and is thus given great encouragement. It will also be seen that the conditions of passing are made easier. There was room for this when the low percentage of passes is considered. Whether they will prove too easy remains to be seen. In the Programme itself, in addition to the separation of history and geography as a separate subject, two points call for remark. In the Junior and Middle Grades the English poetry prescribed is largely of an Anglo-Celtic character and not representative of English at its best. In the courses in modern languages (other than English and Irish) the Ministry decries translation from or into the language, retaining it only in Middle Grade honours and Senior Grade pass and honours. Surely it would be a mistake if the reading of standard authors of foreign languages is to disappear from the Junior Grade and from Middle Grade pass.

The Registration Council has issued two new regulations.

Registration. One is the addition to the register of a column containing the total number of completed years of service in teaching in recognized schools. The other is that for purposes of teaching experience, the required period may be reduced where the experience has been necessarily interrupted by military service or for political reasons since August 1, 1914.

FOREIGN AND DOMINION NOTES.

GERMANY.

In Berlin and in other parts of Germany a winter of some distress is feared. Good storm-signals are the rising salaries of teachers and other officials. For July the *Teuerungszuschlag*, or allowance for increased cost of living, was 160 per cent of the total salary; for August it was 185 per cent. Mercilessly the printing press turns out the paper money required to pay the new rates, and the poor teacher sees visions of a salary so vast that he must necessarily starve on it. But we will not linger on this economic question, turning rather to indicate a new development. In the assassination of Dr. Rathenau the Republican Government saw a menace to the existence of the Republic and, seeking measures of defence, addressed itself, through the States, to the schools. Prussia has passed a Law relating to the Duties of Officials, under which a teacher who favours or advocates reactionary efforts is guilty of a breach of his official duty, and, upon a second offence, may be dismissed from office. In the secondary schools are many monarchical teachers and pupils. The Ministerium für Volksbildung of Thüringen sends us the first number of a little journal, *Republik und Jugend*, in which the pupils of such schools are told plainly this: "If the spirit of unscrupulous political agitation is not extinguished in the schools, the Government will find means to replace the young who are hopelessly engaged in hostility to the existing order by others, and will open to another social class the access to the leading places in public life." Now, in so far as the teacher (who is the guide of the pupils) is prohibited from attacking the Constitution, the German attitude will be generally approved; he should not be compelled, however, to active propagation of the new doctrines. For the rest, the party fight for dominion over the young is attended by some strange manifestations. You may read of democratic students at Jena demanding that universities where anti-republican opinions are tolerated should be closed forthwith, whilst a Republican Jugendbund called "Schwarz-Rot-Gold" clamours for the removal of the word *Königlich* from the entrance-gate of the famous Joachimstal Gymnasium at Templin. This journal has no politics, having learned how often politics prove injurious to education, and we write of the German movement quite impartially.

The Reichstag has adopted the view that the fact of *uneheliche Mutterschaft* in a woman official is not by itself a ground for the initiation of disciplinary measures against her. A teacher is an official, and the Association of German Evangelical Women Teachers has published a protest against the recognition of an unmarried mother as a fit teacher of the young. Later news is that the Reichsrat has made formal objection (*Einspruch erhoben*) to the decision of the Reichstag; so that under Article 74 of the New Constitution further deliberations will be necessary.

Four hundred years ago, in the Spring of 1522, two students journeying to Wittenberg, came on a mysterious traveller, who questioned them about Erasmus of Rotterdam at Basel, and talked of the two Schürfs at Wittenberg and of young Philippus Melanchthon teaching Greek there. Now, this mysterious traveller was Martin Luther, himself bound for Wittenberg from his Patmos, the Wartburg, where he had begun the work of translating the Bible; and a very notable thing that he presently did at Wittenberg was to publish anonymously his version of the New Testament. "Das neue Testament, Deutsch, Vuittemberg" (without printer's name) appeared on September 17, which day, upon the impulse of a Committee representing the German Bible Societies, has just been celebrated with Divine services in many churches, commemorative meetings, and so forth; whilst one of the editors of the Weimar "Luther" has sent forth a pamphlet, "Luther's September-Testament in seinen und seiner Zeitgenossen Zeugnissen." Of Luther's theology—derided by Young Germany—it lies not in our province to discourse. We may properly, however, recall him to memory as the reformer of the German language and the first great translator. "Ex abundantia cordis os loquitur" must not be rendered, he said, by "Aus dem Überfluss des Herzens redt der Mund," but by "Wes das Herz voll ist, des geht der Mund über"; it is an illustration of the method he pursued in making a translation which was literature, and a mighty mother of literature.

FRANCE.

Primary schools serve as a gauge of a nation's prosperity; in France a review of such schools is not wholly satisfactory. The enrolment on the first school day of December, 1921, was, in public primary schools, 3,574,303 pupils and, in private schools, 877,546. The figures show a decrease for the year; for at the same time in 1920 they were respectively 3,783,106 and 926,730, the loss being thus 5.5 per cent in the public, and 5.3 per cent in the private primary schools. The cause of the reduced enrolment is the decline of the birth-rate during the war—a decline which will produce its effects for some years and is of much gravity for France. Again, the attendance, in spite of efforts to improve it, is still poor; on the day in question 10 per cent of the enrolled were absent from the public and 9.4 per cent from the private schools. Now, December is the month when French children go to school most regularly; so that the absence from school in it of one child out of every ten proves that France has still to go far before the principle of obligatory school attendance becomes the practice.

The *Revue Pédagogique* (LXXXI, 8) publishes the last of a series of articles on "L'art éducateur," by M. D. Parodi. The writer emphasizes the importance of art where formal religion has waned: "C'est par là qu'il faut essayer de donner à l'enfant l'équivalent de ce que lui donnaient, au Moyen Age, dans un autre état social, les cérémonies du culte." Perhaps the influence of art in the moral world has not yet been adequately realized, and especially not in primary schools. Let us quote M. Parodi's closing words: "La volonté de beauté chez l'homme se confond en dernière analyse et dans sa direction finale avec la volonté du mieux, du bien, de la justice, avec le sentiment religieux dans sa plus large et plus profonde acception. Et ainsi tout ce que nous ferons pour cultiver le sentiment esthétique sera fait pour cultiver le sentiment moral, le plein sentiment de notre caractère d'homme."

UNITED STATES.

It is the tendency in journalism for the photographer to encroach on the penman's ground. The American *Educational Review* takes the lead in pedagogy-by-picture and through it the contemporary schoolmen of the United States are exhibited to the world in informative portraiture, as were few of the older pedagogues—Pestalozzi a notable exception. The first portrait in the September number (LXIV, 2) is that of Dr. William B. Owen, who was elected by the National Education Association at its Boston Meeting to be its President for the ensuing year. From the text of the *Review* we learn that at Boston the great theme discussed was "Education and the Democratic Awakening"; whilst the Association pronounced in favour of the Towner-Sterling Bill to establish a Federal Department of Education, with a secretary having a seat in the President's

Cabinet. Yet it does not seem that the measure, which has long been hovering in the air, will be brought down and pinned to the Statute book within any certain time. It is curious that Catholics should see in the Bill "a dangerous thrust at the heart of the Republic," "the first step in the process of forcing every American child out of a private and into a public school"; as if the cautious step towards centralization of vision were prompted by an intention to impose a universal State system of education. In point of fact, local liberty is carefully guarded. Making direct appeal to English readers is the announcement in the *Review* that the lectureship of American history, literature, and institutions, endowed three years ago by Sir George Watson for the English universities, will be filled during the summer of 1923 by President Butler of Columbia University. Of the articles, that headed "Shall we read Literature in Translations?" is of the widest interest, its author upholding the originals against the reproducers. We remark that not only Shelley but Dante long before him maintained that poetry at any rate cannot be translated: "Nothing that has the harmony of musical connexion can be transferred from its own tongue into another without shattering all its sweetness and harmony" ("Convivio," i, c. 7). As for literature in general, it may be likened to a circus; those who cannot pay to go in at the doors may look through holes in the canvas.

It was complained in New York that some of the school history-books disparaged famous Americans, and that others were instruments of propaganda. A committee appointed to probe the matter reports: "There is no evidence to support the charge that the text-book writers whose books were examined were intentionally unpatriotic. However, the paragraphs complained of in their books indicate an attitude of mind towards the founders of the Republic which, in our judgment, is entirely reprehensible." Among the things condemned are the statements: "Jefferson was a demagogue, a liar, and an atheist"; "John Hancock was a smuggler"; and "Samuel Adams was a political boss"; and the use of cartoons of Lincoln and Wilson. One writer, in describing the Battle of Lexington, says that Hancock and Adams "stole away across the fields"; whereas in the opinion of the committee we should read: "were persuaded to retire to a more secure place." Historians, we may remark, are encompassed with difficulties: if they confine themselves to the truth they must often be distressingly brief, and impartiality is wont to render them uninteresting. The character of every man is complex, and a historical personage is described more faithfully by his deeds than by epithets laudatory or abusive. Let us be tender to the memory of notable villains, as well as to the memory of Jefferson, Hancock, and Adams.

About Text-Books of History.

INDIA.

The study of dreams, to be really fruitful, needs to be preceded by a study of the dreamers. How far is the narrator of a dream by nature or through habit tainted with unveracity? Does not the most truthful reconstruct as he narrates, give distinctness to what was vague, combine images that were floating and detached? As to children's dreams in particular, the morning story of an imaginative child cannot be unconditionally accepted as exactly reproducing the vision of the night. "The Dreams of Indian Boys" form the subject of an article in *Indian Education* (XX, 12) and the writer compares his results (got from not numerous inquiries) with those of Dr. Kimmins, Chief Inspector of the London County Council. It seems that there is a larger proportion of "fear dreams" in the case of Indian boys. English boys dream of unfulfilled wishes more often than Indian, and, nourished with books of adventure, they perform in their sleep more deeds of valour. "Kinaesthetic dreams," which Dr. Kimmins found to grow more numerous as age advanced, are of rare occurrence in Indian boyhood. But the Indian material—we have not the English before us—reveals, above all, the necessity of such preliminary studies as those which we have indicated. A boy of fourteen related: "In a dream my father asked me to fetch two rupees' worth of sugar from the bazaar. But he spoke to me in such a low tone that I could not understand him." Had he told that dream to Kennedy at Shrewsbury he would have rued it.

Dreams of Indian Boys.

Many a young English teacher laments the hardness of his fate. To bestow consolation by the comparative method we take from *Education* (Allahabad, i. 6), an account of the perils to which, as it is stated, a teacher in the United Provinces is exposed. "His reputation and honour are not in safe keeping,

A Perilous Career.

as they are in the hands of school boys. He must exercise the greatest tact in handling them, otherwise he would be proclaimed to be either a cruel teacher or a weak one. In both cases he is sure to receive anonymous letters full of threats and warnings. When the boys take it into their heads to disgrace the schoolmaster, it is easier done than said. He may walk in a lane and may be bathed with a bucketful of dirty water from some invisible window. He may go for a walk when a blanket may be thrown over his head in the way and his body belaboured. He may come to school when a shoe may be flung at him from behind to the great joy of street urchins. If he plays hockey or is present at the play ground, there is every probability of his being hit with the ball to the detriment of his bones and vital organs."

SOUTH AUSTRALIA.

The Education Regulations (July 5, 1922) having reference to the establishment of high schools show how Australia proceeds in diffusing education. The Minister, it is laid down, may establish separate high schools on condition (a) that there is evidence of a probable attendance of at least forty pupils; (b) that land of not less than five acres in area is provided locally, the ownership of it being vested in the Minister; and (c) that a sum of not less than one thousand pounds is contributed by the public towards the cost of school buildings. Observe that the schools are not imposed on local communities; these become themselves conscious of a want and address themselves to make it good.

PRIZE COMPETITIONS.

One of the winners of the Summer Competition is Miss M. E. Duke, Peel Cottage, Campden Hill, W. 8.; we have not heard from the other.

The prize for the October Competition is awarded to "Theta"; *proxime accessit*, "Mic."

EXTRACT FROM BOSSUET'S "ORAIISON FUNÈBRE D'HENRIETTE MARIE DE FRANCE."

By "THETA."

There came forth a man of incredible depth of character, no less refined as a hypocrite than dexterous as a politician, whose enterprise was equalled by his dissimulation, of energy indefatigable alike in peace and war, leaving nothing to fortune of which counsel and foresight could deprive her, while the chances which she offered were invariably accepted by his unscrupulous vigilance; in fine, one of those bold and restless characters who seem destined to transform the world. Desperate is the fate of such men and history can record many a victim of their audacity. But great also are their achievements, when God is pleased to make use of them. Unto this man power was given to deceive nations and to prevail against kings. He had observed that amid a multiplicity of sects unrestrained by definite rule, men were fascinated by the pleasure of enouncing dogmas, unchecked and unproved by any ecclesiastical or secular authority; by working upon this weakness, he transformed the totality of these absurdities into a formidable unity. The mob, once induced to swallow the bait of liberty, will follow blindly, wherever it hears this catchword. Absorbed in this first delight, the people went forward, unwittingly advancing to servitude; their subtle guide fought and preached, counterfeited divers characters, posed as prophet or divine, as soldier or captain, until he saw that he held men spellbound, that he was regarded by the army as a leader sent by heaven to guard their independence; then he began to realize that he could drive them even further. I will not recount the motley succession of his enterprises, his famous victories, those outrages upon morality, nor the long peace which astounded the universe. Thus was God minded to teach kings never to desert His Church.

It was difficult to decide between the first two versions. "Mic's" was the more blameless, but the strength and terseness of the prizewinner's copy carried the day. He used 300 words as against the other's 400. But he has taken some needless liberties with the text. *Que le sort de tels esprits est hasardeux* should be "how full of peril is the lot of such characters." "The totality of these absurdities" is not a very lucid phrase and scarcely translates "*un monstrueux assemblage*"; say,

(Continued on page 718)

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rather, "a monstrous rout." "The motley succession of his enterprises" is hardly English, and "*trop fortunée*" is omitted; translate "I will not recount the whole series of his undertakings, which were only too successful" (or "alas! they were only too successful"). *Dont la vertu était indignée* "by which virtue was insulted" or "outraged." The last sentence should run, "It was God's plan for teaching . . ." We note two other points which presented a little difficulty; *par là* must be translated freely "by indulging them in this" or as in the prize version; *Ceux-ci* is not strictly grammatical, the sentence *quand une fois . . . le nom* separating it from its antecedent, and is best changed into a noun.

There were quite a number of competitors who lost their way in the labyrinth of the sentence beginning *leur subtil conducteur*.

We classify the 74 versions received as follows:

Class I.—(a) Theta, Mic, Menevia, F. W. Macnamara, Gobelins, Esse quam videri.

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C'est un instinct des femmes dans tous les pays d'ajouter la coquetterie à la nature. . . . Dieu les a faites belles, cela ne leur suffit pas, elle se font jolies. (*V. Hugo.*)

La belle folie de vingt ans, le dédain du monde entier, la seule passion de l'œuvre, dégagée des infirmités humaines, mise en l'air comme le soleil. (*Zola.*)

Sachez mourir de faim; c'est le premier des arts, puisqu'il donne la liberté de l'âme. (*Michelet.*)

Le tocsin qu'on va sonner n'est point un signal d'alarme, c'est la charge sur les ennemis de la patrie. Pour les vaincre, il nous faut de l'audace, encore de l'audace, toujours de l'audace, et la France est sauvée. (*Danton.*)

Je sais que jamais un vrai grand homme n'a pensé qu'il fût grand homme, et que, quand on broute sa gloire en herbe de son vivant, on ne la récolte pas en épis après sa mort. (*Renan.*)

La haute industrie, comme la vieille noblesse qu'elle remplace, fera sa nuit de 4 août. (*Anatole France.*)

Qu'est-ce qu'un honnête homme? Quelqu'un qui possède un ensemble de vertus religieuses, sociales, domestiques, parfumées de délicatesse. (*Roux.*)

Le sot qui a beaucoup de mémoire est plein de pensées et de faits; mais il ne sait pas en conclure: tout tient à cela. (*Vauvenargues.*)

La raillerie naît d'un mépris content. (*Vauvenargues.*)

L'homme digne d'être écouté est celui qui ne se sert de la parole que pour la pensée, et de la pensée que pour la vérité et la vertu. (*Fénelon.*)

La pitié est souvent un sentiment de nos propres maux dans les maux d'autrui. C'est une habile prévoyance des malheurs où nous pouvons tomber. (*La Rochefoucauld.*)

Notre histoire politique des cent vingt dernières années se résume dans ce paradoxe irréductible, énervant et stérile, loger un individu parfaitement libre, heureux et satisfait dans un état puissant, omnipotent et autoritaire. (*Maurice Caudel.*)

Les députés ouvriers qui arrivent au Parlement s'embourgeoient vite, au mauvais sens du mot; ils perdent leur sève et leur énergie première, et il ne leur reste plus qu'une sorte de sentimentalité de tribune. (*Jean Jaurès.*)

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners and the competitors awarded the second place will be required to send real names for publication if necessary.

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UNIVERSITY COLLEGE, at 5.—Prof. F. Y. Eccles: *Molière* (4). Also on November 9, 16, 23, and 30.

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(Continued on page 720)

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MARY WARD SETTLEMENT, Tavistock Place, at 8.30.—Miss Sutcliffe: A Visit to Belgium and the Rhine.

NOVEMBER 21.

KING'S COLLEGE, at 5.—The Rev. A. C. Headlam: The Galilean Ministry (4).
 KING'S COLLEGE, at 5.15.—Mr. E. Sharwood-Smith: Dante and the World Empire (5).
 UNIVERSITY COLLEGE, at 5.15.—Prof. H. D. Gray: The Revolt of the "New Age" (5).
 KING'S COLLEGE, at 5.30.—The Rev. P. Dearmer: North Italian Painting (15th and 16th Century Art) (7).

NOVEMBER 22.

KING'S COLLEGE, at 5.30.—Mr. G. N. Clark: Dutch Influence on British History (7).

NOVEMBER 23.

UNIVERSITY COLLEGE, at 5. Prof. H. Kenwood: The Pasteurization of the Public Milk Supply.
 WESTFIELD COLLEGE, at 5.15. Sir Oliver Lodge: Matter and Ether.
 KING'S COLLEGE, at 5.30.—The Rev. W. R. Matthews: Matter and Spirit (Boyle Lecture) (6).
 KING'S COLLEGE, at 5.30.—Miss H. D. Oakley: Theory of Nature and the Soul (3).
 KING'S COLLEGE, at 5.30.—Prof. Morgan: Shakespeare's Rehandling of Henry IV.
 LONDON SCHOOL OF ECONOMICS, at 6.—The Rt. Hon. Sir Frederick Lugard: Economic and Administrative Problems of the British Tropics (1). Also on November 30.
 CENTRAL LIBRARY, Fulham, at 8.—Mr. J. Murray: The Uses of Literature in Commercial Training.

NOVEMBER 24.

UNIVERSITY COLLEGE, at 5.15.—Prof. J. E. G. de Montmorency: Law and the Humanities.
 KING'S COLLEGE, at 5.30.—Prof. R. W. Seton-Watson: Poles and Ruthenes (7).

NOVEMBER 25.

HORNIMAN MUSEUM, Forest Hill, at 3.30.—Mr. F. Balfour-Browne: British Water-beetles.

NOVEMBER 27.

KING'S COLLEGE, at 5.30. The Rev. G. R. Woodward: More Carols from the Cowley Carol Book (6).
 UNIVERSITY COLLEGE, at 5.30. Miss E. Jeffries Davis: The Evolution of London (1). Also on December 4.

NOVEMBER 28.

KING'S COLLEGE, at 5.—The Rev. A. C. Headlam: The New Teaching (5).
 SCHOOL OF ORIENTAL STUDIES, at 5.—Sheikh M. H. Abd. el Ranek: The Study of Moslem Civilization in Europe.
 UNIVERSITY COLLEGE, at 5.15. Prof. H. D. Gray: Present Tendencies in American Fiction (6).
 KING'S COLLEGE, at 5.15.—Miss Eileen Power: Pierre du Bois and the Way of Peace (6).
 KING'S COLLEGE, at 5.30.—The Rev. P. Dearmer: Umbrian Painting (15th and 16th Century Art) (8).

NOVEMBER 29.

KING'S COLLEGE, at 5.30.—Mr. J. W. Headlam-Morley: German Influence on British History (8).

NOVEMBER 30.

KING'S COLLEGE, at 5.30.—The Rev. W. R. Matthews: Immanence and Incarnation (Boyle Lecture) (7).
 KING'S COLLEGE, at 5.30.—Miss H. D. Oakley: Practical Philosophy (4).
 KING'S COLLEGE, at 5.30.—Mr. N. B. Jopson: The Distribution and Inter-relations of the Slavonic Peoples and Languages.
 UNIVERSITY COLLEGE, at 5.30.—Dr. C. Pellizzi: Platone e l'Umanesimo.
 CENTRAL LIBRARY, Fulham, at 8.—Mr. W. Dexter: Charles Dickens, the Man and his Work.

DECEMBER 1.

KING'S COLLEGE, at 5.30.—Prof. R. W. Seton-Watson: Magyar Racial Policy (8).

DECEMBER 2.

HORNIMAN MUSEUM, Forest Hill, at 3.30.—Dr. E. Marion Delf: Vitamines and Health.

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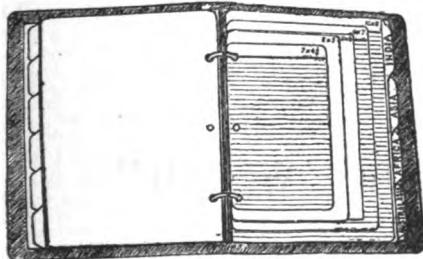
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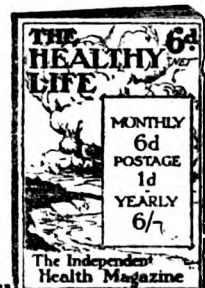
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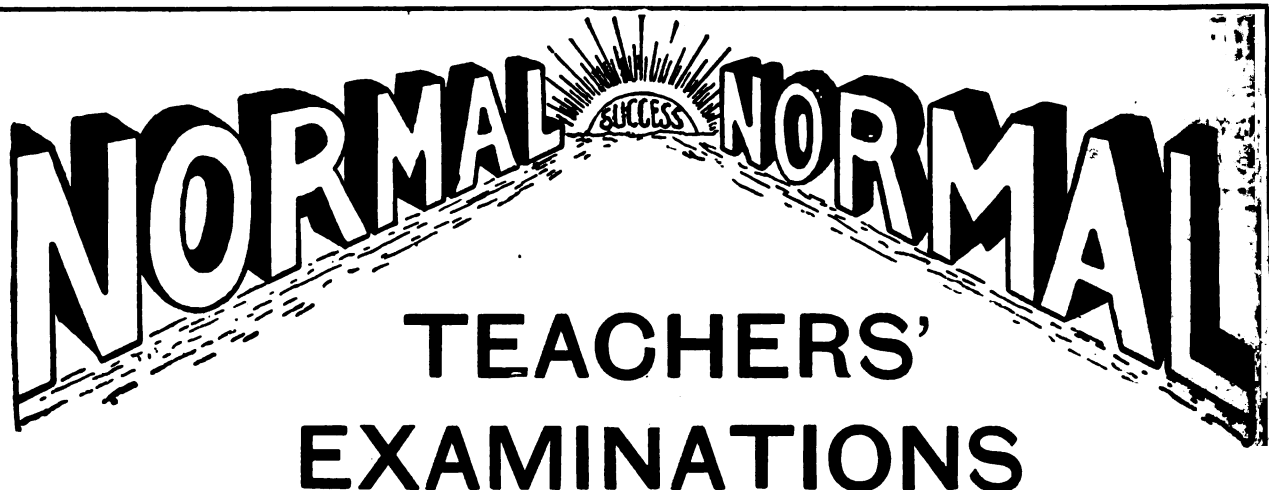
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Harmonism and Conscious Evolution. By Sir CHARLES WALSTON (WALDSTEIN). (21s. net. Murray.)

In this handsome volume Sir Charles Walston gathers up his philosophy of life. In his voluminous writings he has already set forth a good deal of what appears here in its final form. Indeed there is incorporated in the text a considerable amount of material taken without change from previous publications. But the reader need not complain, as all this matter is well expressed and deftly fitted into the context, the result being a self-contained book which is a much more satisfactory thing than a work that depends for its complete understanding on continual references to a number of other volumes by the same author. To be sure, there is no lack of such references in the present text, but the work as a whole can be understood without such extraneous aid.

The general principle laid down is that the aesthetic side must be allowed a much higher place in our general philosophy: that so far from being a side issue it is fundamental. We are not to limit ourselves to "works of Art" when we speak of aesthetics; we are to consider the whole of our activities, including the art of living itself, from the aesthetic standpoint. Hegelians and some other idealists will feel themselves quite at home in Sir Charles's pages, for they, too, have appreciated the value of the concept of harmony. Even educators are not unfamiliar with the notion of "the harmonious development of all the faculties." The fact that there has been such vigorous controversy about the meaning of the phrase will give added zest to the teacher who sits down to this book. Education, in fact, comes in for a good deal of attention. Sir Charles depends upon the teacher taking a prominent share in the development of the consciousness that is to mark in an increasing degree the evolution of the future. Our modest head masters will be rather appalled at the demand that they should "every year give one or more lectures to the assembled staff, representing every department of instruction, however remote from pure science, epitomizing the results of new discoveries in science and art, not only of mechanical and experimental sciences, but also including humanistic studies, history, criticism, philosophy, and the works of art and literature." Sir Charles does not lack appreciation of our duties. Most of us, however, will be better pleased with his final chapter, that takes the form of an educational epilogue. It is only natural that in a work definitely committed to the doctrine of conscious evolution, the taking of ourselves in hand as races and as individuals, education should hold a prominent place, and throughout the volume we find this recognized.

Though the book is full of debatable matter, its general tendency is eminently peaceable. Violent opposition will be raised to Sir Charles's views on the Labour Party, on the League of Nations, on an international police, on the share that children should have in guiding their own studies. But every reader will admit that the views here set forth are fairly stated, that great help is given toward forming conclusions for ourselves, and that even when we cannot agree with the author we would like to—so persuasive is he.

SPIRITUAL SCIENCE.

Fruits of Anthroposophy: An Introduction to the Work of Dr. Rudolf Steiner. Compiled and edited by G. KAUFMANN. (The Threefold Commonwealth. 2s. 6d. net.)

We have come to the conclusion that the worst thing about anthroposophy is its name. Etymologically the word is, of course, more than respectable, and its begetter makes a good case for it, especially when he differentiates his use of it from his use of the term anthropology. But it will remain hard for a convert to anthroposophy to escape

the suspicion of being a crank. Yet a consideration of the governing principle that animates the teaching of Dr. Rudolf Steiner will, we think, be enough to give pause to any one who is tempted to reject a book because of its forbidding title.

We venture to introduce that principle by offering an illustration. It is not too much to say that the progress of scientific and historical research has left not a stick standing of those naïve beliefs about the Bible which satisfied our grandfathers and even our fathers. But we are beginning to see that it will never do to leave this matter where it was left by Huxley and his school. Our present task is to re-interpret and reinstate the Bible, by using those very scientific methods with which the demolition of the older views was accomplished. That is precisely what modern biblical scholarship has tried to do, and the sooner its findings have become part of the common stock of knowledge, the better for the Bible and for its restored influence upon the life of the nation. We cannot maintain a duality which applies scientific methods to the study of nature and of "secular" history, and denies the applicability of those methods to the contents of the Bible. Faith itself can never flourish in such a mental soil.

Generalizing from our illustration, we come at once to what we take to be the root principle of anthroposophy. Man has "so far developed the scientific tendency in thought, that he can no longer admit any values to his life, except such as hold good in the light of scientific criticism. Hence his striving to find scientific foundations for religion, for art, for morals, and for social ethics. Hence, too, the gradual weakening of religion, the increasing uncertainty of art, the growing decay of social structure. All attempts to restore religion to its former strength must fail, unless religion can be drawn into the sphere of certain scientific knowledge." True, our forefathers experienced in simple faith the heights and depths of spiritual life. But it is useless for us to try to conjure up *their* mystic experience of faith. We must take the path that our own problems and our own stage in evolution demand. Starting from natural science, we must proceed to "spiritual science"; or, to lapse into long words, starting from "anthropology" we must proceed to "anthroposophy." Dr. Steiner propounds at least a reasonable proposition when he asks us to accompany him along the path thus marked out.

Or, rather, we should say, along the paths, for there are many methods of approach, and Mr. Kaufmann here does good service as a guide. He gives a very clear introductory exposition, and adds a chapter on "the threefold social order," a conception of Dr. Steiner's which has attracted much attention. Other contributors have dealt with the Waldorf school, in which knowledge of the child, as understood by Dr. Steiner, bears its fruits in the practice of education; with the medical course at the Goetheanum, Dornoch; and with "the new impulse in Art," including the new art of eurhythm, which is not to be confounded with eurhythmics.

How thoroughly Mr. Kaufmann has performed his duty as guide is exemplified by his selected bibliography, containing no fewer than three hundred and nine entries, the works of which English translations exist being clearly distinguished. The reader who desires acquaintance, or further acquaintance, with anthroposophy, could, we imagine, do no better than accept Mr. Kaufmann's assistance.

ORIENTIC LEARNING.

The Cambridge History of India. Volume 1, Ancient India.
Edited by Prof. E. J. RAPSON. (42s. net. Cambridge University Press.)

The twenty-six chapters of this remarkable volume present to English readers a marvellous mass of information almost wholly new, and derived in the main from sources entirely closed and sealed to those whose education is limited to the languages usually studied in the Western World. It used to be said until very lately that authentic

knowledge respecting India did not extend back beyond the eleventh century of the Christian era. The writers of the volume before us add a thousand years to this period, and carry their well-documented story back to a very remote antiquity. Prof. Rapson, the general editor, in the second chapter of the book, enumerates and describes the principal sources which have enabled this astonishing extension of historic information to be achieved. They include archaeological remains, inscribed monuments and coins, ancient literatures, and references in foreign writers which only lately have been collected and interpreted.

Sir Halford Macindoe opens the book with a masterly survey of the geographical conditions of the sub-continent of India. Prof. Rapson follows with a description of the peoples of the peninsula. Then Dr. Giles, of Emmanuel College, treats with learning and penetration the problem of the origin and migrations of the Aryan peoples. To these preliminary sketches succeed the more restricted and technical studies, e.g. Prof. A. B. Keith, on the Rigveda and the Upanishads; Dr. Charpentier, on the Jains; Prof. Davids, on the early Buddhists; Prof. Hopkins, on the Sutras; Prof. Rapson, on the Purnas. More familiar ground is reached when Mr. E. R. Bevan treats of Alexander the Great in relation to India, and when Dr. F. W. Thomas, Dr. L. D. Barnett, and others, carry the story down to the first century of the Christian era.

It is highly gratifying that to British scholars, for the most part, is due the credit for the production of this massive monument of Oriental learning.

ELECTRODYNAMICS AND RELATIVITY.

An Introduction to Electrodynamics: From the Standpoint of the Electron Theory. By Prof. L. PAGE. (10s. net. Ginn.)

Many students will welcome the volume by Prof. Leigh Page in which is presented a logical development of electromagnetic theory founded upon the principle of relativity. Instead of basing the electrodynamic equations on the experimental conclusions of Coulomb, Ampère, and Faraday, the author considers it more logical to derive them from one general principle. He seeks to give a logical rather than an historical account of the science. As the analysis is much simplified by the use of the vector notation of Gibbs a short introduction is provided containing those elements of vector analysis which are made use of farther on in the text. In the first chapter is given a short statement of the principle of general relativity leading up to the following restricted form of the principle:

"A law governing physical phenomena which are conditioned solely by those effects which travel through empty space (such as a light wave or one of the moving elements which form an electromagnetic or a gravitational field) has the same form and its constants have the same values for two mutually reciprocal systems."

Here the term reciprocal systems is applied to reference systems which have the same geometry, devices of the same character for measuring time and distance, and interchangeable units of these quantities. The differential transformations between two such systems are then derived and from them the four relations known as the Lorentz-Einstein transformations are deduced. In the next chapter these relations are applied in finding the retarded equations of the field of a moving point charge, and in Chapter III the simultaneous field of a moving charge is discussed in some detail. In the electrical theory of matter, all matter is assumed to be made up of positive and negative electrons. For the present purpose an electron may be defined as an invariable charge, of definite magnitude, distributed over a surface which is spherical in form to an observer in that system in which the electron happens to be momentarily at rest. The dynamical equation of such an electron is obtained in Chapter IV. The general field equations are next discussed and the case of electromagnetic waves in space is considered in detail. It is

pointed out that many of the results may be expressed in far more compact form in terms of four-dimensional vector analysis than in the analysis of three dimensions. The remaining chapters are concerned with radiation of energy from electrons and applications of the electromagnetic equations to material media. The author appears to have done his work well and to have realized the difficulties encountered by the student, as for instance in the reduction of the equations to engineering form. A word of praise must be given to the mathematical printing, which is exceptionally good.

CLASSICS.

Hellenic History. By G. W. BOTSFORD.
(18s. net. Macmillan.)

Those who know Dr. Botsford's "History of the Ancient World" will not need to be told that in this, his last work, he makes full use of the visual appeal of artistic and archaeological objects, but perhaps it should be said that the very numerous illustrations, maps, and plans in this volume have been excellently chosen and beautifully reproduced. Not that the chief virtue of the book resides in these. The ground covered extends from the Minoan age to 30 B.C., and we are given not only an account of objective events but a remarkably sane and judicious appraisal of the economic, social, and literary conditions of each successive age. In the preface we read, "In short this book represents an effort to combine political, economic, social, and cultural history in one synthesis," and the result is a monument of scholarship of which any one might be proud. Yet it is always lucid and easy reading, though entirely free from the crudity which one is apt to associate with American scholarship. Throughout the work there are illustrative quotations—it is a pity they are in translations and not in the original—from the chief authors of the period, and the versatility of the author's scholarship is well shown in the enlightened criticisms which he gives of all sides of Greek art and life, whether it be sculpture, literature, or philosophy. Limitations of space forbid us to do justice to the manner in which throughout such a lengthy survey of history and culture he never seems to accept the conventional view upon authority, as such, but preserves an individual judgment which is almost always well acquainted with the latest researches even of specialists in their different subjects. The examination of the social and economic factors in the life of different periods well illustrates this, but it is most remarkable in the criticism of Euripides, that slanderer of womankind (as the conventional view will have it). But not so Dr. Botsford: "The poet of the submerged majority of human kind found it no small part of his task to express the yearnings of Athenian women for a larger life and in a measure to create a sentiment in favour of their amelioration" (p. 332), and the recognition that Euripides helped by his plays to lift religion to a higher plane is the outcome of the work of quite recent scholars. This is, of course, a detail in Dr. Botsford's book, but we mention it as typical of the sound criticism which the reader will find throughout this admirable history.

DRAMA.

Elizabethan Drama. By Dr. J. SPENS. (5s. net. Methuen.)

Rather a series of stimulating and suggestive lectures than a complete conspectus of the subject. Miss Spens is not afraid of challenging the accepted commonplaces of criticism, e.g. she doubts whether Shakespeare uses comic scenes to give "relief" in his tragedies, arguing that there is no real relief in the gravedigger scene for anybody who understands its significance. But is not this to consider too curiously? The triumph of Shakespeare's art is surely that the groundlings are conciliated, while the thoughtful spectator shares for a moment in the relief, only to discover that he has been given food for further reflection. The argument of the epilogue is interesting. Miss Spens holds that the Elizabethan drama was not killed by the Puritans closing the theatres, but by the drama having come to be "written more and more for a narrow intellectual or aristocratic circle."

EDUCATION.

Society and Solitude. By Prof. E. T. CAMPAGNAC.
(8s. 6d. net. Cambridge University Press.)

It is one proof of the enormous scope of the subject, that our professors of education are persons of such exceedingly varied outlook and attainments. One devotes himself to psychology, another to statistical and experimental work, another to the history of education, another to administration,

and so on. So far as we are aware, Prof. Campagnac stands alone, at any rate in this country. He writes as the poet, prophet, and seer of education. But he who runs may not read Prof. Campagnac. The reader must take trouble, and then he will get his reward. If on first glancing through the book he should entertain doubts, let him look carefully at what the author has to say about play (chapters IV and IX), specialization (chapter VII), and class-distinctions (chapter XI), and we think he will speedily have his doubts removed. It is indeed refreshing in these times to be reminded, with so rare a combination of force and grace, that a study of education which lacks a philosophy lacks the one thing needful.

(1) *Education on the Dalton Plan.* By HELEN PARKHURST.
(5s. net. Bell.)

(2) *Dalton Plan Assignments. I.—English, Geography, History.*
Compiled by the Staff of the Streatham County Secondary School for Girls. With an Introduction by R. BASSETT.
(2s. net. Bell.)

The first of these two books contains an exposition of the "Dalton Plan" by its originator, Miss Helen Parkhurst, and accounts, written by Miss R. Bassett and Mr. J. Eades, of the working of the plan in an English secondary and elementary school respectively. We think that in Miss Parkhurst's part of the book, the introductory matter is somewhat over-elaborated, and that most people who consult the book will hasten on to the descriptions of work actually done. They will find both books useful for getting an idea of the experiments that are being tried in this mode of organization. To say this, however, is by no means to express general approval of the matter contained in the "assignments." Some of it is, in our opinion, distinctly poor.

ENGLISH.

Letters to my Grandson on the Glory of English Prose. By the Hon. STEPHEN COLERIDGE. (4s. net. Mills & Boon.)

Mr. Coleridge's choice of extracts is beyond all cavil. Whether the connecting letters, with their frequent touches of the writer's idiosyncrasies, will please or merely irritate is a question that will receive opposite answers from different temperaments.

What Maisie Knew. In the Cage. The Pupil. By HENRY JAMES.
(7s. 6d. net. Macmillan.) *The Aspern Papers. The Turn of the Screw. The Liar. The Two Faces.* By HENRY JAMES.
(7s. 6d. net. Macmillan.)

Two volumes of the delightful new pocket edition. For the student of literary art the value is enhanced by the author's critical prefaces here reproduced from the "New York" edition.

Language: An Introduction to the Study of Speech. By E. SAPIR.
(8s. 6d. net. Milford: Oxford University Press.)

A lucid and interesting study of the problems of language—the origin and nature of speech, grammatical processes, types of linguistic structure, the influence of languages upon each other, the relations of language, race, and culture, the relations of language to literature, and so forth. The writer has a broad grasp of principles, avoids unnecessary technicalities, and takes his illustrations as far as possible from English.

The Divine Comedy of Dante Alighieri.

Translated by C. E. NORTON. (16s. Constable.)

Messrs. Constable & Company have now published for the first time in England this American translation of "The Divine Comedy." Originally published in three parts ("Hell," "Purgatory," and "Paradise"), the revised edition of the complete work has now been put into a single volume of just over 800 pages. It is well printed on good paper and strongly bound, and could appropriately find a place in the school library.

The New Beacon Readers.—Teachers' Manual. By J. H. FASSETT. (1s. 6d. net. Ginn.)

This is yet another attempt to make the process of learning to read English quick and easy for the beginner; it has many novel points to recommend it, and it is soundly scientific. Based on the ascertained fact that 86 per cent of the vocabulary of children in their first school years is phonetic, only 14 per cent of the words they use being unphonetic, most of the learner's attention is at first centred on drill in "phonics," the exercises being graded strictly in accordance with a carefully-arranged scheme. It is wisely insisted that the child shall not have his attention diverted to the physical details of sound production, this being a matter for the phonetician or the teacher, and no attempt is to be made to teach an unphonetic word by means of "phonics." The principles underlying the method are so clearly set forth in the first sixteen pages that it would be well worth the while of every teacher of reading to procure and examine this small manual.

GEOGRAPHY.

Frequented Ways : A General Survey of the Land Forms, Climates, and Vegetation of Western Europe, Considered in their Relation to the Life of Man ; Including a Detailed Study of Some Typical Regions. By Dr. M. I. NEWBIGIN. (15s. net. Constable.)

Although the author states that this book is not intended for the geographer in the technical sense, it is nevertheless the kind of book that every teacher of geography should read. Dr. Newbigin is a keen observer and thinker, and she expresses in literary style the extensive knowledge which she has gained from her travels in Italy, France, and Switzerland. After an introductory section on the structure of Western Europe, there follows a detailed account of the main railway routes from London to Italy in relation to the Vosges, Jura, Alps, and other physical barriers. Natural vegetation and cultivated crops are dealt with at considerable length, and most instructive contrasts are drawn between the conditions of growth in the Mediterranean region and those in the British Isles. In the second half of the book, typical regions are chosen for special treatment, such as the Alpine region, the hills and valleys in the Dolomites, Naples and Vesuvius, the Scottish Highlands, and the North Italian plain.

Visual Geography.—Children of the World. By A. NIGHTINGALE. (1s. Blackie.)

This book presents a pictorial method of teaching introductory geography, and the method will undoubtedly be welcomed by both teachers and pupils. There are full-page outline sketches of children of twenty-one different countries. In each case the sketch clearly indicates some typical feature of the people or of the country. Opposite each picture is printed an interesting account of the children represented in the sketch and suggestions are given for colouring the pictures.

Edinburgh. Described by J. GEDDIE. Painted by E. W. HASLEHUST. (3s. net. Blackie.)

Loch Lomond, Loch Katrine, and The Trossachs. Described by G. EYRE-TODD. Painted by E. W. HASLEHUST. (3s. net. Blackie.)

These books are clearly printed and beautifully illustrated ; they do not belong to the guide-book type, but deal especially with the interesting historical associations of the places described. Each book has twelve full-page illustrations in colours reproduced from paintings, and it is to these artistic illustrations that the books owe their chief attractiveness. For books so well produced the price is remarkably low.

HISTORY.

The Growth of Rome. By P. E. MATHESON. (2s. 6d. net. Milford : Oxford University Press.)

Mr. Matheson has achieved one of those miracles of condensation which only consummate masters of their subject can attempt to perform. In four chapters, comprising in all about eighty pages of print, he has succeeded in presenting a sketch of the whole of Roman History from the earliest times to the second century of the Christian era. Of course, only the broadest and boldest outlines are given ; but it is an immense advantage to the student, before he plunges into detail, to have the outstanding features of his subject placed before him in such masterly perspective.

Helps for Students of History.—No. 47. A Student's Guide to the Manuscripts Relating to English History in the Seventeenth Century in the Bodleian Library. By G. DAVIES. 1s. No. 48. *History and Ethnology.* By Dr. W. H. R. RIVERS. No. 49. *Some Aspects of Boundary Settlement at the Peace Conference.* By A. G. OGILVIE. 6d. each. (S.P.C.K.)

We welcome the resumption of the S.P.C.K.'s useful series of *Helps for Students of History*. The three pamphlets before us serve three very different types of scholars. The first is a valuable guide to specialists in the period of the Commonwealth ; the second appeals to those whose researches lie in the regions of historical origins ; the third treats of the historical-geography which helped to determine the peace settlement of 1919. All are by first-class authorities.

MODERN LANGUAGES.

Maria Chapdelaine. By L. HÉMON. A Translation by W. H. BLAKE. (6s. net. Macmillan.)

The reflection that this story has been as popular in France as "If Winter Comes" in England is hardly flattering to the national pride of an Englishman. For the rare beauty of the French Canadian tale is in strong contrast to the commonplaces of its English rival. The long, cruel winters, the swiftly-coming, swiftly-closing hot summers, the simple life of the French

settlers, their pieties and superstitions, are movingly portrayed, and the author had learnt the artistic secret of Sophocles, that the finest effects are won by reserve. This book should be in every school library.

Berenice (A Tragedy). Translated from the French of JEAN RACINE by JOHN MASEFIELD. (2s. 6d. net, paper ; 3s. 6d. net, paper boards. Heinemann.)

It is interesting that Mr. Masefield should be attracted by Racine, a poet with whom he would be thought *a priori* to have little affinity. But a fine catholicity, an appreciation of the best in each kind, is characteristic of the true man of letters. In the severely simple translation of "Berenice" the scenes and characters stand out with the definiteness of a firm line engraving. This play, like "Esther," should be useful for school dramatic readings.

MATHEMATICS.

Dexterito-Teaching Appliances. Multiplication Test Board 10 by 10 holes. (1s. 4d. net.) *Box of 100 numbered pegs.* (8d.) By Dr. J. WHITE. (Auto-Education Offices.)

The Multiplication Test Board, of which a sample has been sent to us, appears to be designed to give children practice in multiplying numbers up to 10 by 10, and in factorizing multiplication products according to a plan which is in the end self-corrective. The Test Board thus fulfils its object of providing the individual child with plenty of occupation, of such a kind that errors are exposed automatically, and do not need to be pointed out by the teacher. Several other appliances are issued by the Auto-Education Institute, and still others are in preparation. They are recommended to the notice of teachers, whether or not the freedom of the "Dalton Plan" prevails in the school, though they are obviously of special value where a good deal of individual freedom is allowed.

Elements of Practical Geometry. By P. W. SCOTT. (5s. net. Pitman.)

This is a two-years' course for day and evening technical students. Each chapter contains first of all the relevant fundamental or formal exercises in plane geometry and these are followed by problems. The chapter on plan and elevation and another on developments of simple solids serve as an introduction to more advanced work. The diagrams are clear, the explanations concise, and the arrangement good.

New Mathematical Pastimes. By Major P. A. MACMAHON. (12s. net. Cambridge University Press.)

Major MacMahon has been cultivating privately an entirely new species of mathematical pastimes, and he now publishes an account of them for the delectation of a wider circle. His description of the game in Part I of the book is generalized dominoes. Triangles, squares, hexagons, are divided into compartments differently coloured and the player has to assemble them in different ways subject to certain arbitrarily specified rules. The pastimes described in Part II are a transformation of those in Part I. Here the pieces have the same colour but different shapes. Part III is a natural sequel to the preceding parts ; it deals with the design of repeating patterns for various kinds of decoration. The subject is capable of infinite development, and is clearly one which combines in an unusual degree scientific, aesthetic, and practical interests.

Problems Made Easy for Preparatory Schools and the Lower Forms in Public Schools. By R. TOOTELL. (3s. net. Warren & Son, Winchester.)

This little book is intended to help beginners to surmount the difficulties they experience in translating the statement of problems into algebraic symbolism. This difficulty is very real and great, and the assistance the author gives is likely to be of considerable use in overcoming it.

MISCELLANEOUS.

Robin Hood and his Merry Outlaws. Retold from the Old Ballads by J. W. McSPADDEN and C. WILSON. (12s. 6d. net. Harrap.)

The adventures of Robin Hood are here retold from ancient ballads in a continuous prose narrative. Each incident is headed by verses from the ballad on which it is founded ; the language throughout is simple and in keeping with the old rhymes. The value of the work is enhanced by good coloured illustrations, and by a short introduction which contains a partial justification of the outlaw of those turbulent and lawless times, when king, nobles, and bishops were all engaged in persistent struggles with each other, while all combined to oppress the common people, to whom the law gave no redress.

The Amazing Schoolmaster. By R. W. CAMPBELL.
(6s. net. Palmer.)

This is a curiously naive account, in novel form, of the exploits of a young head master of the "practical idealist" type. The book illustrates the merits of its hero and the limitations of its author. A man like Jack Rivers, M.A., D.S.O., M.C., doubtless can effect remarkable changes in his pupils and their parents, reform his staff, educate H.M. Inspectors, and win, for his merits, an Honorary Degree; but so rare a creature deserves better than to have the tale of his deeds overlaid with long, commonplace disquisitions on poetry and morality; he does not deserve to have to express in pretentious, violent phraseology his author's simple views on current topics, or to consort with people who suppose that Moore (*sic*) wrote "Utopia" and that a well-known girls' school is named "Rodeen." A study, in half the space and in chastened language, might have commended this type of man to readers who will now be bored to read of him.

Somerville College 1879-1921. By M. ST. CLARE BYRNE and C. H. MANSFIELD. (6s. net. Milford: Oxford University Press.)

This brief sketch, though it makes no claim to be an official history, or to be comparable with Miss Alice Gardner's important "History of Newnham," will yet be welcomed, not only by old Somervillians, but also by a wider circle of readers interested in the development of women's higher education. Its appearance is timely, having regard to the well-known needs of the women's colleges, and the honourable part which Oxford has played in according university rights and privileges to women. The story of a growth from a few private students and a pony chaise to a recognized college in a great university is very well told, and the interest of the narrative is enhanced by several good illustrations.

PHILOSOPHY.

Greek Philosophy from Thales to Aristotle. By R. B. APPLETON. (6s. net. Methuen.)

The great merit of this book is that it begins at the beginning. So many writers on such subjects assume just that sort of preliminary knowledge that beginners do not possess. Since the matter appears to be based upon work done with the sixth form at the Perse School, it is not so surprising that the text is intelligible, and it says much for that school that its pupils can face a course in real philosophy. It is true, on the other hand, that a knowledge of Greek is assumed. Certainly a Greekless reader can follow the main argument without much difficulty, but the full value is not available for those who have no knowledge of the language. The Greek background is remarkably well supplied, and the general effect of the book is excellent. It would be difficult to find a better general introduction to a philosophical course. It can be strongly recommended.

PSYCHOLOGY.

Group Tests of Intelligence. By DR. P. B. BALLARD. (6s. net. Hodder & Stoughton.)

In a former publication Dr. Ballard described certain methods of testing intelligence individually, and certain methods of testing attainments collectively. In the present volume he goes on to deal with the testing of intelligence collectively, a process which, he says, needs care, but does not need a special psychological training. He also extends his former treatment of statistical method, so as to include an account of correlation and probable error. Recent discussions in the daily newspapers of the intelligence tests applied to candidates for the civil service have no doubt caused many people, and especially teachers, to desire a popularly written manual, setting forth the nature of the tests, the claims made for them, and the grounds upon which those claims are based. To such persons we strongly recommend Dr. Ballard's book, which, like most things he writes, teems on every page with interest and suggestion. It will of course be understood that in making this recommendation we do not commit ourselves one way or the other as to the merits of the case which the author attempts to establish. A discussion of his case would not be possible within the limits of a short notice. Meantime, we venture to say that no better introduction to the subject could be found than that which Dr. Ballard supplies.

POETRY.

The Ballads of Marko Kraljevic. Translated by D. H. LOW. (15s. 6d. net. Cambridge University Press.)

A beautifully produced edition of the traditional poems about the great Serbian hero in an English version. "There is no key to the soul of Serbia," says Mr. Low, "like a wise and sympathetic study of the ballads of Marko Kraljevic." The translation is unaffected and pleasing.

RELIGIOUS KNOWLEDGE.

The First Twelve Chapters of the Book of Isaiah: A New Translation from the Hebrew. By H. W. SHEPPARD. (1s. 6d. net. Bowes & Bowes.)

Mr. Sheppard's volume contains a translation, with nothing in the nature of notes or introduction, of the first twelve chapters of Isaiah. The translation, though preserving the character of the familiar English version, is, to some extent independent, and ought to be useful to a class reading the Hebrew text.

The Modern Reader's Bible for Schools. The Old Testament. By Prof. G. MOULTON. (12s. net. Macmillan.)

Dr. Moulton's indefatigable efforts to promote the wider study of the English Bible as literature are well known. The present volume is the worthy successor of earlier work in this field, and has been preceded by one setting forth the New Testament literature, arranged on the same plan. The Editor explains that "The Modern Reader's Bible" is not a new translation, but is the ordinary Bible (Revised Version) so printed as to bring out to the eye the literary form and structure of each portion of Scripture, such structural presentation being essential, as in other books, for following the meaning of what is read. The material is arranged in a series of chapters, of which chapter I (pages 9-138) contains material illustrating the history from the call of Abraham to the establishment of the monarchy; then the monarchy with the preaching of the great prophets, down to the Captivity and Return; chapter II (pages 139-174) deals with the transition from history to collected literature; chapter III (pages 175-267) illustrates the prophetic literature; chapter IV (pages 269-365) that of psalms and lyrics; chapter V (pages 367-385) the poetry of Deutero Isaiah; chapter VI (pages 388-462) the wisdom literature. Each section is furnished with a short introduction, and there is a body of useful notes at the end of the volume. The actual text of the passages is so arranged as to bring out the poetical structure (in the poetical passages), and is divided up among different speakers (where this is supposed to be appropriate) and furnished with proper divisions and headings. It forms a well-finished and ample volume. We only wish it could be issued at a much lower price, and used on a large scale in schools.

SCIENCE.

Organic Analysis, Qualitative and Quantitative. By E. DE BARRY BARNETT and P. C. L. THORNE. (7s. 6d. net. University of London Press.)

This very excellent little handbook of laboratory organic chemistry should prove very useful to the University student. It differs materially from the usual "spotting" text-book, which is provided with tables of a more or less mechanical type and which is really a lineal descendant of the old test-tube procedure of our inorganic youth. The authors rightly observe that no scheme will enable the student to identify any organic compound and they correctly insist on the recognition of groups rather than compounds. They lay stress on the quantitative side of organic practical work and provide an unusually full set of exercises thereon. Perhaps the most useful feature of this work is the appendix, which describes the Richter system of indexing.

Experimental Organic Chemistry.

By A. P. WEST. (10s. 6d. net. Harrap.)

The author, who is professor of chemistry in the University of the Philippines, has written a preparation book in which the minimum of theoretical matter is interpolated. Whilst it is probably sound that the lecturer should supply *vis à vis* the necessary theoretical matter and that the student should compile his own laboratory note-book, yet under the present admittedly imperfect system the average pupil needs both theoretical and practical manuals. Unfortunately Dr. West has added one volume more to an already enormously inflated collection of books of the same kind.

Laboratory Exercises in Applied Chemistry for Students in Technical Schools and Universities. By Dr. W. MOLDEHAUER. Authorized Translation by Dr. L. BRADSHAW. (12s. 6d. Constable.)

It is only very rarely that a book can honestly be described as filling a long felt want, but this somewhat hackneyed description is very apt in the case of Dr. Moldenhauer's manual. It is scarcely surprising that when the academically minded text-book writer discusses technical operations he invariably describes procedure second-hand, and so it is that the same irritating errors are propagated from generation to generation. The author of the work before us is a *privatdozent* at the

Darmstadt Technical School and speaks with knowledge and authority on a subject which has scarcely been touched upon before, *i.e.* the practical training of students actually engaged in chemical industry or shortly to be venturing therein, and who require to know just why and wherefore certain procedures are followed. The book has a metallurgical bias, but most of the heavy chemical industries are discussed. The translation has been excellently carried out, and the printing leaves nothing to be desired.

An Introduction to Organic Chemistry.

By D. LL. HAMMICK. (6s. Bell).

Mr. Hammick has written a little book designed "to introduce the beginner to the idea of structure and . . . the elementary notation and technique of organic chemistry." He has probably succeeded as well as the vast number of his predecessors have done, for there is nothing new in his presentment and much that is inaccurate. On page 9 he directs the student to use not more than 2 grams of an organic compound for a combustion, on page 12 he used caustic soda in place of caustic potash in a nitrometer, on page 13 he gives no caution as to opening a Carius tube, and on pages 117-118 he falls into the errors which most text-book writers make under the heading of petroleum. We have on many occasions directed attention to this particular point and once more would emphasise: (1) Petroleum is *not* practically entirely composed of paraffins. (2) Crude oil is *not* necessarily a thick liquid of dark colour. (3) The distillate between 50°-60° C. is *not* petrol. (4) The distillate 60°-90° is *not* benzine. When the above and similar mis-statements are corrected the volume will probably be a useful guide to the beginner.

TOPICS AND EVENTS.

A FRENCH WEEKLY FOR JUNIORS.—The immediate success of the French weekly newspaper for schools, *La France*, was not surprising. It was the just reward of the editor's ability and the enterprise of the publishers, Messrs. Evans Brothers. While continuing the issue of this journal they have undertaken what is, in some respects, a more difficult task, that of providing a similar journal for younger readers. The new venture is entitled *L'Echo de France*. It is published at the same price (1d.). The page is a little smaller. There are to be forty numbers a year. We have before us the first three issues, and are most favourably impressed by them. It is particularly in the third year of instruction, after a good foundation has been laid, that it is desirable to extend the vocabulary and encourage private reading; and this journal will serve both purposes very well indeed. The reading matter is varied and interesting; anecdotes, dramatic scenes, aspects of French life, short stories, simple instructions for making things, these will all invite the young reader. Moreover, there are plenty of illustrations, both amusing and instructive. Skilfully disguised, and often rendered palatable by means of competitions, there is a good deal of grammatical instruction, and the less familiar words occurring in the text are skilfully explained in French in a special section. Throughout we admire the underlying ingenuity and skill of a sound teacher, and we offer *L'Echo de France* and its editor our hearty good wishes.

VACATION TERM FOR BIBLICAL STUDY AT OXFORD.—The Vacation Term for Biblical study held at St. Hugh's College, Oxford, from July 29 to August 12, was attended by about 160 students, including a large number of both head and assistant mistresses of secondary schools, together with deaconesses and others engaged in religious teaching of various kinds both in England and abroad. The keynote of the Term was "The Person and Work of the Holy Spirit," and proceedings opened on the first Sunday with an address on Inspiration by the Bishop of Oxford. Dr. Burge showed how the Hebrew nation, whilst possessing many elements of its religious thought and practice in common with other nations, was unique in its power of progress to great spiritual heights; and in this he traced its inspiration. Four courses of lectures were given during the fortnight, each concluding with a conversation class; there were also single lectures and Hebrew and Greek Testament readings. Two lectures on "Good and Moral Good" were given by Miss Jourdain, and there were single lectures by Prof. C. H. Turner on "The Earliest Problems of the Apostolic Age," by Canon Nairne, Regius Professor of Divinity at Cambridge, on the Book of Job, and by Miss Bevan on "Recent Biblical Literature."

UNIVERSITY SCHOLARSHIPS FOR WOMEN.—The list of scholarships awarded to women in 1922 at the Victoria University of Manchester is an imposing one. No less than 13 women graduates have received awards including one fellowship (renewed), seven research scholarships and studentships, and five graduate prizes. Six awards of scholarships and the University medical prize have gone to women in residence while six Entrance Scholarships and one Entrance Exhibition have been awarded. A scholarship and a bursary, both at Ashburne Hall, have been awarded under the auspices of the University to secondary school girls. Six scholarships at the London (Royal Free Hospital) School of Medicine for Women have been awarded to London women medical students.

LANTERN SLIDES FOR ENGINEERING LECTURES.—Messrs. Tangyes, Limited, Cornwall Works, Birmingham, have available for loan (free of charge) to engineering lecturers and technical instructors, a large and varied selection of lantern slides of their manufactures, comprising gas engines and suction gas producers, oil engines, steam and power pumps, hydraulic machinery, machine tools, &c.; also an assortment of slides of historical interest dealing with these subjects. A list of the slides will be sent free on application.

PUPIL TEACHERS IN ARMY SCHOOLS.—The pay of pupil teachers in Army schools was altered from September 1 to the rate of 10s. a week during the first year, after passing the examination for appointment, and to the rate of 12s. 6d. a week in the second and succeeding years, subject to passing the first year's examination. It is, however, provided in an amendment to the Pay Warrant that pupil teachers shall not be paid beyond three years except in special circumstances at the discretion of the Army Council. At stations abroad in exceptional circumstances a suitable person may be appointed temporarily, without examination, to perform the duties of a pupil teacher at the minimum rate of pay.

INTERNATIONAL FEDERATION OF UNIVERSITY WOMEN. REPORT OF THE SECOND CONFERENCE. (International Federation of University Women, 92 Victoria Street, S.W., 1s. net.)—The Report of the Second Conference of the International Federation of University Women, held in Paris last July, suggests that the organization is making steady headway. Delegates from sixteen national federations attended the meeting, including many of the most distinguished academic women of the various countries represented. Many interesting questions were discussed including the future admission of the University Women of Germany, and the conclusions reached were characteristically tolerant and moderate. Reports from the different national associations forming the International illustrate the general unity of aim between them as well as certain differences of method. The Federation aims at promoting friendship between women who have had the common experience of a university training, considering that it is of the first importance to the peace of the world that the educators of the coming generation should have a broad outlook and that nothing is so broadening as to live and make friends with the people of other countries. Prof. Spurgeon, the President of the Federation, spoke on the need of establishing international clubhouses in all the great cities of the world, the scene of the Conference—a clubhouse opened in Paris by the University Women of America—giving special point to her appeal for a similar house in London. The British Branch of the Federation hopes to be able to build one incorporating the old Tudor building of Crosby Hall on Chelsea Embankment. Other discussions on the programme of the Federation make it clear that the road to international peace is likely to be made smoother and easier by the determined and vigorous work which the members of this Federation are doing.

EQUAL FRANCHISE DEMONSTRATION.—On November 8, at the Central Hall, Westminster, at 8 o'clock, the National Union of Societies for Equal Citizenship is holding a big Mass Demonstration to demand Equal Franchise for men and women. Miss Eleanor Rathbone, C.C., J.P., will be in the chair, and the list of speakers will include Miss Margaret Bondfield, J.P., Lady Bonham-Carter, Mrs. Henry Fawcett, J.P., Miss Daisy Richardson, Miss Maude Royden, and Mrs. Wintringham, M.P. The presence of such a platform shows that the demand for Equal Franchise is becoming more insistent. It is not always realized that six million women are still unenfranchised, and that these women constitute for the most part those who are engaged in industry and the professions. Admission is free; reserved tickets, 5s., 2s. 6d., and 1s.; Societies of six members and over.

25., fifteen members and over, 18.; obtainable from the National Union of Societies for Equal Citizenship, 62 Oxford Street, W. 1.

INTERNATIONAL LABOUR CONFERENCE.—Lord Burnham has been invited to act as president of the forthcoming International Labour Conference, which opens this month, and it is hoped that he will repeat the striking success he achieved in the difficult position of chairman of last year's general session of the Conference. The International Labour Conference of the League of Nations is organized on somewhat novel lines, the employers' and workers' representatives attending side by side with Government representatives. The agenda for the coming Conference comprises the revision of Part XIII of the Treaty of Versailles with the view of (a) reforming the constitution of the governing body of the International Labour Office, so as to give greater representation to non-European States; and (b) modifying the number of meetings of the Conference in order that conventions passed at the conferences, which have to be placed before the Parliaments of the fifty-four countries belonging to the organization, may be ratified or otherwise within the time limit laid down by the Treaty. The second item on the agenda relates to the communication to the International Labour Office of statistical and other information regarding emigration and immigration and the repatriation and transport of emigrants. A long debate on the question of unemployment is also expected upon the presentation of the exhaustive report on unemployment throughout the world.

VILLAGE CONCERTS.—Some three years ago a scheme for providing concerts in villages and country towns was started and since then no less than 555 concerts have been given. The concerts, so far as possible, are left in the hands of local organizers; a party of five professional artists is sent from London to provide the main items of the programmes, the remainder being filled up by local choirs and schools. Generally the artists undertake a tour lasting a week or ten days, but single concerts are also given. In all 56 such tours have been carried out through most of the English counties, and at a few places in Scotland, with striking success. The programmes contain good classical music and folk-songs and they have fully justified the organizers' belief that "good" music is appreciated as much in the smallest villages as in big towns. But it is not only general audiences that benefit by this excellent organization. School concerts are also arranged. Sometimes the usual type of programme is given but selections more definitely educational are provided, such as the works of a single composer or of works representative of a particular school of composers. Another feature particularly suited for schools is a series of short lectures illustrated by music which should prove extremely valuable in imparting a real knowledge of music. This organization, particulars of which can be obtained from Miss Paget, 20 Clarendon Road, London, W. 11, is doing excellent work in taking the masterpieces of the world of music to the countryside.

UNIFORMITY IN WELSH SECONDARY SCHOOLS.—In the July issue of the *County Schools Review* is printed the presidential address delivered by Mr. E. D. Jones to the Welsh County Schools Association at Shrewsbury. Mr. Jones discusses some of the criticisms levelled at Welsh secondary schools and among them deals with the suggestion that there is little variety in the subjects offered. This, he believes, is a criticism due to the lack of bias towards local industries shown by the schools. Generally the amount of bias is limited by the great variety of local industries, and frequently pupils in secondary schools are sent there in order specifically to enable them to enter a calling different from that followed by their parents. Mr. Jones is of opinion, however, that in a general way regard is shown to local industry, the schools in industrial areas giving particular attention to physics and chemistry, many of them touching on engineering and industrial chemistry while in rural districts botany is more prominent, often with a bias towards agriculture.

BIBLIOGRAPHIES.—Two valuable pamphlets have been issued recently by the Historical Association (22 Russell Square, W.C. 1), namely, the "Annual Bulletin of Historical Literature," No. XI, dealing with publications of the year 1921, and the "Bibliography of Modern History, 1500-1789" (Leaflet No. 52). The former of these publications, which is edited by Prof. F. J. C. Hearnshaw, is divided into nine sections: ancient history, by A. M. Woodward; early mediæval history, A.D. 300-1000, by Miss Alice Gardner; mediæval history, A.D. 1000-1200, by Prof. F. M. Powicke; later mediæval history, A.D. 1200-1485, by Miss E. E. Power; the sixteenth century, by J. E. Neale; the seventeenth century, by Prof. F. C. Montague; the eighteenth

century, by H. W. V. Temperley; the nineteenth century and after, and a general section, by Prof. Hearnshaw. Comments are made on the character and scope of each work as it is mentioned. The Bibliography is divided into three sections; an introduction giving the scope of the pamphlet and indicating general works of reference; a list of works on the general history of Europe, 1500-1789; and a similar list on the political history of European States. The second section is sub-divided so that special aspects such as international relations, and industrial and commercial progress are dealt with, while the third section is also divided and various regions in Europe are covered in turn. A bibliography for the use of teachers of religious knowledge has been issued by a joint committee of head mistresses of High Schools and Licensed Teachers in Theology (Society for Promoting Christian Knowledge, Northumberland Avenue, W.C.; price 6d.). It is a revised edition of the "Scripture Bibliography" issued in 1915 with additional sections on Christian doctrine, the Prayer Book, Church history, and the teaching of religion. In each section, the easier books are marked and there are sub-divisions grouping books appropriate to teachers and those suitable for class-work.

EDUCATIONAL CONFERENCE AT AMBLESIDE.—The August number of the *Parents' Review* is devoted chiefly to a report, continued from the July issue, of the conference held at Ambleside in June last. It also contains the annual report (1921-22) of the Parents' National Educational Union, which has now been in existence for thirty-four years. The total membership of the Union has reached 3,500, while there are 318 schools, including 184 elementary and 100 secondary schools, working on the Parents' Union School syllabus, in addition to numbers of children being educated privately on the same system. New branches of the Union have been formed in New Zealand, British East Africa, and in Jerusalem.

THE VICTORIA LEAGUE.—The Victoria League, 22 Eccleston Square, S.W. 1, achieved its majority in April last, and the executive committee has published recently the twentieth annual report for the year ending March 31. The League was founded in memory of Queen Victoria, for the purpose of promoting closer union between British subjects in different parts of the world, and its activities take two main lines: (a) hospitality, (b) educational work. The Hospitality Committee appear to have had a busy year in welcoming and providing for the entertainment of overseas members visiting this country. The latter were again able to join in the Selborne Society's rambles in and near London. During the year the League co-operated in the arrangements for a holiday visit of some 150 teachers from Canada, organized by the "Overseas Education League." The outstanding feature of the Education Committee's work has been the provision of lecturers, notably for women's institutes, and there seems no doubt that this aspect of the League's work is growing in popularity. A great deal of valuable work has also been done in providing a circulating library of books, pictures, and lantern slides in schools, principally to illustrate history and geography lessons, and efforts are being made to develop a system of exchanges of exhibits between schools in this country and those in the Dominions overseas.

CLASSES FOR TEACHERS.—The London County Council has continued its excellent practice of providing a series of lectures and classes for teachers during the session 1922-23, and recently a handbook has been issued giving particulars and outlines of the various courses. For those who are not acquainted with the handbook from the experience of previous years, it will be necessary to state that the courses are grouped according to subject, and vary in length from four to thirty lectures, though the usual number is about ten. The object of the scheme is to give teachers an opportunity of improving their knowledge of school subjects, of widening their outlook, and of coming into contact with recognized authorities in various branches of learning. It is impossible in the space available to deal with all the courses; it must suffice to state that there are groups of courses on art, domestic subjects, economics, and political science, English and foreign language and literature, geography, handicraft, history, mathematics, music, pedagogy, phonetics, physical education, science, and a miscellaneous group, and there appear to be lecturers of eminence for each. Though the fees for these courses have been increased, they are still extremely low, even for the teacher outside the London area, who has to pay 50 per cent extra, and teachers would do well to avail themselves of the excellent opportunities provided. Copies of the handbook can be obtained from the Education Officer, The County Hall, Westminster Bridge, S.E. 1.

EDUCATIONAL APPLIANCES.—When in the nineteenth century practical work in science was introduced into schools, it became evident that there was a real difference between apparatus suitable for demonstration by the teacher and that suited for the pupils' own use in making what relatively to their knowledge were *bona fide* discoveries. The same distinction is to be found to-day in the apparatus used in infant schools and lower forms in connexion with the mastering of the rudiments of number and language. Many devices for individual work have been produced but they are mostly for work intended to follow collective lessons. In order to enable collective teaching to be superseded by individual lessons, the apparatus used must satisfy a number of conditions which so far have not been clearly formulated. Dr. Montessori has claimed, and experience seems to have substantiated the claim, that her apparatus makes teaching by means of individual lessons possible in a large class. The appearance of the Dexterito Teaching Appliances, manufactured by Auto-Education under the direction of Dr. Jessie White, Director of the Auto-Education Institute, 93 Great Russell Street, W.C. 1, and likewise intended for a method of teaching which does not rely on collective lessons, should go far towards making clear what these necessary conditions are. The simplicity, convenience in storing, and relatively low price of these appliances as well as the way they cater for the special needs of British children, should commend them to very many teachers who so far have not ventured upon auto-educational methods. The need for individual teaching is apparent to any one reading Mr. Cyril Burt's "Mental and Scholastic Tests."

WESTERN COMMUNIST UNIVERSITY IN MOSCOW.—As a counterpart to the already existing "Eastern Communist University," the function of which it is to train 600 Asiatics in the communist spirit, in order that they may become leaders of the "still dormant millions of the East," a "Western University" has been founded in Moscow. The new University has at present six departments—a Jewish, a Lettish, a Lithuanian, a German, a Polish, and a Roumanian. The students are maintained—fed, housed, and clothed—by the State during the whole period of their study. The principal subjects of work include "Historical Materialism," History of the Revolution, the Relation of Religion and Communism, Constitution of the Russian Socialist Federative Soviet Republic, the Red Army, the Dictatorship of the Proletariat.

A CHILDREN'S ENCYCLOPAEDIA.—Messrs. Cassell & Co., Ltd., are issuing a "Children's Book of Knowledge" (price 1s. 3d. net) which is to be complete in about forty-eight fortnightly parts. The topics discussed are arranged in alphabetical order, and in Part 2, which is before us, the first article is on Alaska and the last on Antwerp. Although the first and last items happen to be of a geographical nature, other topics of general interest are well represented; there are articles on Alexander, Alfred the Great, the animal kingdom and on several animals, on flowers, on noteworthy writers whose names begin with A, and so on. Thus in any one number there is a sufficiency of variety of subject to interest and stimulate the most impatient of seekers after knowledge. There is abundance of illustrations in the text and Part 2 contains, in addition, sets of photogravures of Alpine and Antarctic scenery. The articles are informative but simply written and we think that adults as well as children will read the "Book of Knowledge" with interest and profit.

CIRCULAR 1286.—The Joint Committee of the Four Secondary Associations has formulated its objections to this circular and copies have been sent to Local Education Authorities. The Committee considers the time allowed for consideration of the circular to be too short; that clause 3 takes no account of the teachers' many and necessary activities other than teaching; and that clause 8 is inconsistent with the School Teachers' (Superannuation) Acts, 1918 and 1922. Further, the Committee is of opinion that teachers' associations should be consulted before entering into new forms of agreement.

DECIMALIZATION.—The September issue of the *Decimal Educator* contains the inaugural address of the new president, Sir Richard Gregory, entitled, "The Position and Outlook." Sir Richard takes the view that the value of the metric system is undisputed both in commerce and in education, where it would save much valuable time, and that the only real objection to its adoption in Great Britain is the prejudice in the minds of most people against new measures and denominations. In conclusion, he makes a most reasonable and useful suggestion;

let the Government make the metric system the sole legal system in all departments of State and the adoption of the system by the general public will then become solely a matter of time. This should be a promising line of policy for the Decimal Association.

THE OXFORD PRESS.—Although an advertisement, the *Periodical*, issued by the Oxford Press, always makes interesting reading. The September issue contains a number of extracts from "The War in the Air," published in June last, together with some appreciative remarks of its author, the late Sir Walter Raleigh. This work formed the culminating effort of a long life of literary activity, and the bibliography of his works which is given shows that during the last two decades, few years passed without one or more publications from his pen. An interesting announcement in the current issue is the early publication of a facsimile edition of the "Codex Sinaiticus," made from negatives taken at Petrograd and in Leipzig by Dr. Lake and his wife in 1913. The production of this text has been made possible by the British Academy, which received an anonymous gift for this purpose in 1913. In June last the honorary degree of M.A. was conferred on Mr. F. Hall, controller of the Oxford Press, and the Public Orator's speech in presenting Mr. Hall for the degree pays tribute to his valuable services at the University Press during the past forty years.

INDUSTRY AND WELFARE.—At the third annual lecture conference organized by the Industrial Welfare Society at Oxford during September last, the dominating note was co-operation, and many papers were read offering, and in some cases, describing definite constructive projects. Among the proposals suggested was that of Mr. F. S. Button for the control of industries by representative boards, consisting of representatives of finance, management, workpeople, and consumers. The value of the work of the welfare supervisor was emphasized by Mrs. K. Carney, who dealt with the work's clinic, and its curative, preventative, and educational aspects, and by Dr. H. M. Vernon, who spoke of the value of the supervisor's record in determining the direction of waste and indicating ways of increasing efficiency in industry. Schemes for developing the interest of workpeople in their work were described by Mr. G. B. Lloyd, who outlined a system of rewarding employees for useful suggestions, and by Mr. A. F. Ferguson, who described a works' savings bank and investment scheme, both of which have been in successful operation for a number of years.

MATHEMATICAL TEACHING.—The London Branch of the Mathematical Association has arranged meetings during this session at the London Day Training College on the teaching of mathematics. On November 18, there will be a discussion on the use of symmetry in geometrical teaching; on December 2, a paper on "Knowledge, Mathematic and Mythologic"; and papers on the teaching of algebra and mechanics on February 24 and March 24 respectively. Sir George Greenhill's presidential address will be delivered on February 3.

EVENING CLASSES IN GEOGRAPHY.—An evening school of geography has been organized by University College, London, and courses of lectures are given on the physical basis of geography (Prof. E. J. Garwood), the Use of Instruments (Prof. M. T. M. Ormsby and Miss I. J. Curnow), and on regional and historical geography (Prof. L. W. Lyde). The school will be open for the three terms of the academic year and the University diploma in geography can be obtained on the results of an examination in June next. Applications should be addressed to the Secretary, University College, Gower Street, W.C. 1.

NATIONAL UNION OF TEACHERS.—The annual report for 1922 of the National Union of Teachers has recently been issued (The Schoolmaster Publishing Co., Ltd., 3 Racquet Court, Fleet Street, E.C. 4; price 2s. 6d.). This valuable document of more than 800 pages is, indeed, more than a report, for included within its covers is a directory of the members of the Union, which is extremely useful for purposes of reference. Turning, however, to the portion which is more strictly the "report," there is an interesting table showing the growth of the Union since its inception in 1870. In the first year the number of associated societies was 26 and the total membership 400. Two years later, the figures were 107 and 5,054 respectively, and since that date there has been a steadily increasing rate of growth, with the exception of a few years in the early 'eighties, until in 1921 the number of associations concerned was 590 and the total membership 115,577. These are figures of which the Union may well be proud and they testify fully to the useful

place which the Union occupies among elementary school teachers. The report also contains an account of the annual conference held at Torquay on April 17-20 last, together with the resolutions which were passed. Among the latter it is of interest to note that "in view of the charges on the Sustentation Fund caused by dismissals, and in preparation for struggles to maintain or improve the Salary Scales during a period subsequent to March 31, 1925, the amount of the annual subscription to the Union be and is hereby increased by 21s. in respect of each of the calendar years 1923, 1924, and 1925." In addition there is to be a levy of 10s. per member during the current year. Evidently the Union is determined to be well prepared to uphold the status of its members.

ANGLO-BELGIAN UNION LECTURES.—The Anglo-Belgian Union, the object of which is the dissemination of mutual knowledge of the life and conditions in the two countries, has arranged with several distinguished persons for lectures in this country on Belgium. The lectures are available for colleges, schools, and local societies, and most of them can be given in either French or English as desired. Among those in the historical and general section of direct interest to teachers are "Education in Belgium—Primary, Secondary, and University," by Dr. P. Bonnel, and "Belgian Universities after the War," by Dr. H. F. Stewart. There are also special groups of lectures on the Belgian Congo by Sir Alfred Sharpe, Capt. G. B. Spicer Simpson, and others, and short courses on Belgian literature and art. So far, the Union has been able to provide, since its inception, some seventy lectures a year in this country and rather more in Belgium. Copies of the list of lectures available can be obtained from the Secretary, Educational Sub-Committee, Anglo-Belgian Union, 35 Albemarle Street, W. 1.

JOINT MATRICULATION BOARD SUCCESSES.—The class list for the July Matriculation Examination of the Joint Board of the Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham, recently issued, show that a large proportion of the successful candidates prepared for the examination privately. In the first division there are seven names, and four of these candidates are marked "Private Study," while in the second division only about 50 per cent are connected with recognized schools. At the Supplementary Examination for candidates holding the Matriculation certificate, held at the same time, there were eighteen successful in additional mathematics, fifteen in Latin, and one in each of French, Natural History, and Chemistry. The last figures show a remarkable disproportion between the several subjects taken at this examination.

PRESERVATION OF SEA BIRDS.—There is a brief article in the summer number of *Bird Notes and News* on the effect on sea birds of oil on the surface of the sea. The oil, discharged chiefly from petrol-driven vessels, consists mostly of waste and refuse oil from the ships' tanks; fouls and clogs the plumage of sea birds making flying and diving difficult and frequently condemning the birds to death by starvation. In this country, the passing of the Oil in Navigable Waters Bill has mitigated the evil but international action is necessary for a solution of the problem. The newly-formed International Bird Protection Committee, of which Mr. G. Pearson, head of the Audubon Association of the United States, is president, will no doubt give valuable assistance, and the Royal Society for the Protection of Birds, 23 Queen Anne's Gate, S.W., is anxious to receive further evidence on which action may be based.

ON CHILDREN AND ON TEACHING ENGLISH.—The first issue, that for October, of the second year in its existence of the *Beacon*, signals a change of publishers and a welcome reduction in price to 1s. 6d. The character of the magazine remains unchanged and many of the items are of direct interest to the teacher. "Out of the mouths . . . ?" is a stimulating article with a suggestion for solving the problem of how to educate children to fit them for life in this troubled world; the author concludes that salvation lies in encouraging the inquiring type of mind as opposed to loading children with information. Another thoughtful article, "The Study of Words," deals with the teaching of English in elementary schools and some useful suggestions are made on correlating this subject with history and geography. On the other hand, it is suggested that history and geography would both gain in interest and value by a study of the meaning of words. No scheme of instruction is offered but the suggestion is there for the practical teacher to work upon. The current issue also contains a trenchant and critical review of recent literary works with the idea of showing the present tendency of literature in this country.

BOOKS OF THE MONTH.

Art.

- The Charm of Childhood: Masterpieces of Painting. With a Preface by Ch. Moreau-Vauthier. *Heinemann*. 3s. net.
The Renaissance of the Greek Ideal. New and Revised Edition. By D. Watts (Mrs. R. Watts). *Heinemann*. 21s. net.

Biography.

- The Second Book of the Great Musicians: A Further Course in Appreciation for Young Readers. By P. A. Scholes. *Oxford University Press*. 4s. 6d. net, cloth, 5s. net, cloth gilt.
Plato. By A. E. Taylor. *Constable*. 2s. net.
Tom Bryan, First Warden of Fircroft: A Memoir. By H. G. Wood and A. E. Ball. *Allen & Unwin*. 5s. net, cloth. 2s. 6d. net, paper.

Classics.

- Floresvli Latini Tam Filo Quam Colore Praestantes Quos Non Sine Lappis Tribulisque Congesit A. B. Poynton. *Clarendon Press*. 5s. 6d. net.
The Pattern of the Iliad. By Dr. J. T. Sheppard. *Methuen*. 7s. 6d. net.
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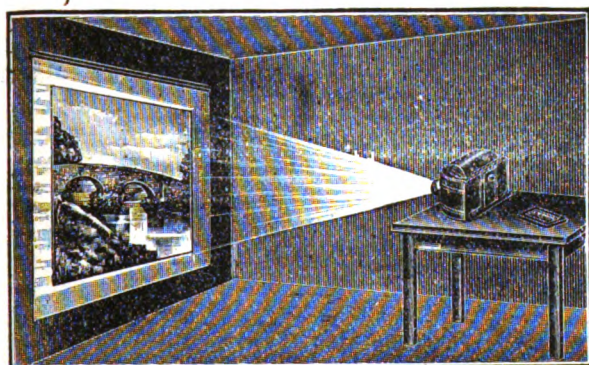
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will be issued with the January 1923 issue.

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- Assists External Students Preparing for London B.COM. DEGREES (Intermediate and Final).
- Assists Employers requiring Services of University trained Men and Women, and acts as Employment Agency for London Graduates.

Prospectus from Mr. H. J. CRAWFORD, B.A., Secretary, 46 Russell Square, London W.C. 1.

MARIA GREY TRAINING COLLEGE, Salisbury Road, Brondesbury, N.W. 6. Recognized by Board of Education and University of London. Preparation for Diploma in Teaching, University of London; Cambridge Teachers' Certificate; Higher Certificate and Diploma of National Froebel Union. Students eligible for Board of Education grants. For particulars, apply to PRINCIPAL, Miss KATHARINE L. JOHNSTON, M.A. (Moral Science Tripos, Cambridge).

Girls' Public Day School Trust, Limited. Clapham High School & Training College,

63 SOUTH SIDE, CLAPHAM COMMON, S.W. 4.

HEAD MISTRESS : Miss A. S. BARRATT.

POST GRADUATE TRAINING : Miss H. DENT.

ART TRAINING : Miss E. WELCH.

KINDERGARTEN AND LOWER SCHOOL

TRAINING : Miss L. JAMES.

THE Training Departments in connexion with this School and the Examinations for which students are prepared are as follows :

1. SECONDARY TRAINING DEPARTMENT for Post-graduate students (recognized by the Board of Education).
Cambridge Teacher's Certificate and London Teacher's Diploma.
2. ART TRAINING DEPARTMENT.
Various Examinations qualifying for Art Teaching in Secondary Schools.
3. KINDERGARTEN TRAINING DEPARTMENT.
All Examinations of the National Froebel Union, including Trainer's Diploma.

Resident students are received in Hostels licensed by the Council.

BOSTOCK & BROWN.

School of Dancing and Physical Culture.

Principals : Miss A. BOSTOCK.
Miss F. BROWN

The aim of this School is to train Students to enable them to become Teachers of Dancing in all its branches.

The Course of Training extends over two years and includes the theory and practice of Dancing, Swedish, Gymnastics, Anatomy, Theory of Music, Eurhythmic Exercises, &c.; and facilities for practice in teaching.

Fees : 60 guineas per annum, non-resident. For further particulars apply—SECRETARY, 26 Emperor's Gate, S.W. 7.

INTERNATIONAL GUILD,

6 RUE DE LA SORBONNE, PARIS

(sous la direction de professeurs agrégés de l'Université de Paris),

offers to Students, especially those intending to be teachers, a sound training in the French Language. Classes are held in

French Literature, History and Phonetics, Grammatical Commentary, Translation and Lecture Explicquée.

Preparation for the
Certificat d'Etudes Françaises of the Sorbonne.
Diplôme d'Etudes Françaises of the Guild.

Simpler course for less advanced students. A speciality is made of exchange lessons and social intercourse with the students of other nationalities.

MRS. CURWEN'S PIANO-FORTE METHOD.

Ear Training and Sight Singing from Sol-fa and Staff, Sight Playing and Transposition.

TRAINING CLASSES for MUSIC TEACHERS are held on Wednesdays and Saturdays at Wigmore Hall Studios, Wigmore Street, W. 1, by Miss SCOTT GARDNER and Miss MARGARET KNAGGS, A.R.C.M. New Classes begin each term. Either Lecturer will be pleased to answer inquiries or arrange an interview upon application addressed to them at the Studios.

ANALYTICAL PSYCHOLOGY and EDUCATION.—The Tavistock Clinic (Hon. Director, H. CRICHTON MILLER, M.D.) undertakes to provide qualified lecturers and leaders of study circles. For particulars of lectures and groups already arranged, apply to the Hon. Lecture Secretary, 51 Tavistock Square, W.C. 1.

UNIVERSITY OF GRENOBLE (FRANCE).

WINTER TERM, 1922-1923.

November to last day of February.

Registration may take place at any date.

COMPLETE Course of University

Study in Letters, Science, Law, Medicine.
Polytechnic Institute. Commercial Institute.

Special Lectures on French Language and Literature for foreign students.

Complete Course of Phonetics. Practice in Reading and Speaking (Small Colloquial Classes), Translation, Composition.

Certificates and Diplomas at the end of the session.

FEES : Normal Courses (exclusive of practical exercises), 80 fr. one month; 150 fr. the whole term.

Family Boarding Houses from 60 fr. to 150 fr. a week.

Every Winter Sport in the finest province of France.

More detailed information sent free on receipt of demand addressed to

Comité de Patronage des Étudiants Étrangers
Université de Grenoble, France.

THE INCORPORATED

FROEBEL EDUCATIONAL INSTITUTE.

COLLEGE FOR TEACHERS:

GROVE HOUSE, ROEHAMPTON LANE, S.W. 15.

DEMONSTRATION SCHOOL:

COLET GARDENS, W. KENSINGTON, W. 14.

Chairman of Committee :

Mr. C. G. MONTEFIORE, M.A.

Hon. Treasurer : Mr. A. DODDS FAIRBAIRN.

Secretary : Mr. ARTHUR G. SYMONDS, M.A.

Principal : Miss E. E. LAWRENCE.

Head Mistress of School : Miss E. M. BAIN.

Students are trained for the Examinations of the National Froebel Union.

Prospectuses and particulars as to Scholarships and Grants from the Board of Education may be obtained from the PRINCIPAL.

BEDFORD EDUCATIONAL ASSOCIATION KINDERGARTEN AND TRAINING COLLEGE, 14 The Crescent.

Chairman :

WM. PALMER, Esq., B.A.

Principal : Miss AMY WALMSLEY.

A thorough training is given at the above College to Students preparing for the National Froebel Union Examinations. Opportunity for Class Teaching is afforded in the Kindergarten, Transition, and Preparatory Classes.

Houses of Residence for Students—Shenstone Lodge, Osborne House, and Magdala House.
Branch School—Froebel House, Goldington Avenue.

For terms and particulars apply to—

The Secretary, Miss D. H. BEATSON,
Training College, The Crescent, Bedford.

HOUSEHOLD AND SOCIAL

SCIENCE DEPARTMENT (King's College for Women, University of London), Campden Hill Road, W. 8. For Resident and Non-resident Students. Dean : Miss LANE-CLAYTON, M.D., D.Sc., J.P.

Courses : Three Years' Course for the University Degree of B.Sc. Household and Social Science; One Year Applied Science Course for Students holding Diplomas in Domestic Arts; Special One Year Courses in Household Management.

University Colleges

Training Colleges, and Technical Schools.

See also pages 745-751, 766, 769, 783, 787, 795, 801, 807; [Halls of Residence] 746; [Physical Training] 750; [Scholarships], 751.

THE LONDON INSTITUTE FOR THE ADVANCEMENT OF PLAIN NEEDLEWORK.

LEPLAY HOUSE, 65 BELGRAVE ROAD, S.W. 1.

EXAMINATIONS for Teachers' Needlework Diplomas are held in March, June, and December, and for Dressmaking Diplomas in January and July.

Work from Secondary, High, Convent, and other Schools examined in April, July, and December, or at other times by request, and Certificates awarded to Scholars.

For dates and particulars apply to THE SECRETARY.

BURLINGTON

CORRESPONDENCE COLLEGE.

Principal: Mr. J. CHARLESTON, B.A.
(Honours Oxon. and Lond.)

TUTORS.—The Staff includes Graduates of London, Oxford, Cambridge, and other Universities.

Expert tuition for:—

Matriculation,

Intermediate Arts and B.A.,

Intermediate Science and B.Sc. (Theoretical Subjects only),

L.L.A. (St. Andrews),

C.P. Diplomas,
and Independent Study.

SINGLE subjects may be taken if desired

LATIN, GREEK, FRENCH, HEBREW,
MATHEMATICS, LOGIC, PSYCHOLOGY, &c.

Address—THE SECRETARY,

Burlington Correspondence College,
14 Elsham Road, Kensington, W. 14.

LECTURES ON ART. Single or in Series. London and the provincial capitals. For prospectus and terms address—Miss A. ROBERTSON, 45 Paulton's Square, Chelsea, S.W. 3.

Posts Vacant—continued.

These School and Teachers' Advertisements are continued from page 751.

EXAMINERSHIP.

CITY OF
BIRMINGHAM EDUCATION
COMMITTEE.

CHIEF EXAMINER.

Applications are invited for the POST of CHIEF EXAMINER in connexion with the Authority's scheme for the admission of pupils to Secondary Schools. The candidates for examination will be drawn mainly, but not entirely, from Elementary Schools.

The fee attaching to the post is 100 guineas. Further particulars can be obtained from the undersigned.

Applications, stating age, qualifications, and experience, together with copies of three recent testimonials, must be submitted, endorsed "Chief Examiner," not later than the 9th December.

Canvassing in any form, oral or written, direct or indirect, will be regarded as a disqualification, and applications and testimonials, or copies thereof, are not to be sent to members of the Committee or of the Council.

P. D. INNES, Chief Education Officer.
Education Office, Council House, Margaret Street, Birmingham.

* Replies to these advertisements should be addressed "No. —, c/o Mr. William Rice, Three Ludgate Broadway, E.C. 4." Each must contain sufficient loose stamps to cover postage on to advertiser. Post cards will NOT be sent on.

A LIST OF SCHOOLS.

[Cost of insertion under this heading sent on application.]

NORTH OF ENGLAND.

THE CALDER GIRLS' SCHOOL, Seascale, Cumberland.

Mountain and Sea air,
dry, bracing, and sunny.

The aim is to give a sound education to Girls on Public School lines.

One of the six houses is set apart for Juniors under 14 years of age.

Well equipped classrooms, laboratory, gymnasium, and good playing field.

Illustrated Prospectus on application to the Head Mistress.

THE DOWNS SCHOOL, SEAFORD, SUSSEX.

Head Mistress:

Miss LUCRETIA CAMERON,

Honour School of Modern History, Somerville College, Oxford.

ST. JOHN'S HIGH SCHOOL, NEWPORT, MON.

PUBLIC SECONDARY BOARDING AND DAY SCHOOL FOR GIRLS. Recognized by the Board of Education. Healthy situation on Stow Hill, close to open country and fine scenery. Staffed by University women. Preparation for public examinations and University Entrance. Music, dancing, painting, physical training, games; good playing-field. Good accommodation for boarders. Moderate fees. Reduction for daughters of clergy. Apply—Head Mistress, Miss E. G. WILKINSON, B.A. (London).

Posts Vacant—continued.

MISTRESS-SHIPS.

SWANSEA EDUCATION COMMITTEE.

SWANSEA MUNICIPAL SECONDARY SCHOOL
FOR GIRLS.

HEAD MISTRESS: Miss E. F. PHIPPS, B.A.

WANTED, in January, an ASSISTANT SCIENCE MISTRESS.

Candidates must be graduates of a British University with qualifications in Physics.

Salary according to the Burnham Scale for Secondary Teachers.

Forms of application may be obtained from the undersigned.

T. J. REES,
Education Officer,
Dynevor Place, Swansea.
November, 1922.

WANTED in January, Mistress to teach History and Mathematics, Churchwoman. Public recognized, now rate-aided School; not Burnham Scale. Stamped envelope, return testimonials.—Apply, HEAD MISTRESS, 254 High Road, Streatham, S.W. 16.

"WESTCOMBE" SCHOOL, Dyke Road, Brighton (Phone, Hove 2448) (situated between the sea and the Downs).—Pupils prepared for all University examinations. Lacrosse, Gymnastics, Riding, and usual extras. Also Domestic Science branch for Seniors. Cookery, Laundry, Housewifery, Dressmaking, Millinery, Upholstering, and Handicrafts. Fees moderate.—For prospectus apply to the PRINCIPALS.

NAUTICAL COLLEGE, PANG- BOURNE.

Primarily for training officers for Mercantile Marine. Age: over 13 years and under 15 years 6 months. Fees: £160 p.a. Subject to Admiralty regulations, nominations to Royal Naval College, Dartmouth, and for R.N.R. training as Probationary Midshipmen; preparation for Special Entry into Royal Navy.

Competitive Examination in May for 3 Scholarships of £20-40 p.a., tenable for 3 years.

Early application should be made to Messrs. DEVITT & MOORE, 12 Fenchurch Buildings, London, E.C. 3.

"EVERSFIELD," SUTTON, SURREY.

A Boarding School for the
Daughters of Gentlemen.

Head Mistress: Miss F. C. M. BARKER, B.A.

(late Senior English Mistress, Newcastle High School), from whom Prospectus can be obtained. The Senior and Junior Boarding Houses stand in their own grounds, having Tennis Courts, Net Ball pitch, Kitchen Gardens, and Greenhouses.

The aim of the School is to give a thorough education to girls up to 19 years of age. No examinations are taken in the Lower School. Girls over 17 years of age may take a special course in Domestic Science. A School Scholarship is awarded annually on the result of the Midsummer Examinations. Pupils under 12 are not required to pass an Entrance Examination. Special attention is given to physical development. This department is under the care of a fully trained resident Mistress.

The School being within easy reach of London, the pupils are able to have many educational advantages.

SCIENCE OF THOUGHT.—Parents

Teachers, and others interested in starting a school where children shall be taught on a "Science of Thought" basis, are asked to communicate with Address No. 11,295.*

Posts Vacant—continued.

REQUIRED (January), experienced, young French Mistress (Metric standard), able to teach German (not advanced), elementary Latin if possible. £100. HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

RESIDENT MUSIC MISTRESS.

Wanted January, North of England. Well qualified and experienced in Associated Board exam. work, Violin, Singing, Piano, Theory. Salary £75 to £100. Apply Address No. 11,300.*

LECTURERS.

SUNDERLAND EDUCATION COMMITTEE.

TRAINING COLLEGE.

Wanted, a Lecturer (Woman) on BOTANY and GEOGRAPHY, to begin work after the Christmas Vacation.

An Honours Degree and Residential experience desirable.

Salary according to the Burnham Scale for Secondary Schools.

Applications must reach the CHIEF EDUCATION OFFICER, 15 John Street, Sunderland, on or before Tuesday, December 12, 1922.

HERBERT REED,

Chief Education Officer.

Education Offices,
15 John Street, Sunderland.
November 23, 1922.

PHYSICAL TRAINING, REMEDIAL GYMNASTICS, &c.

ANSTEY PHYSICAL TRAINING COLLEGE, ERDINGTON, BIRMINGHAM (SWEDISH SYSTEM),

offers complete Training for Teacher's Diploma in Swedish Educational Gymnastics, Medical Gymnastics and Massage, Dancing, Hockey, Lacrosse, Cricket, Tennis, Net Ball, Swimming, Anatomy, Hygiene, Physiology, Theory of Education, &c.

Students not received under 18 years.

THREE YEARS' COURSE.

For Prospectus apply—The Secretary.

BRISTOL PHYSICAL TRAINING COLLEGE, 30 APSLEY ROAD, CLIFTON, BRISTOL.

TRAINING in Swedish Gymnastics, Tennis, Hockey, Cricket under a County player. Swimming, Massage and Remedial Gymnastics under a certificated Masseuse. Anatomy, Physiology, Hygiene. Dancing, Ballroom and Ballet, Dalcroze Eurhythmics.

Students prepared for the advanced certificate of the English Folk Dance Society.

Residential fees on application to—The Principal, Miss JENNINGS.

BEDFORD PHYSICAL TRAINING COLLEGE.

LING'S SWEDISH SYSTEM.

Principal: Miss STANSFELD.

The object of the College is to train Students to enable them to become Teachers of Gymnastics and Games in Schools.

The Course of Training extends over three years, and includes the Theory and Practice of Gymnastics on the Swedish System, Massage and Medical Gymnastics, Anatomy, Physiology, and Hygiene, Dancing, Lacrosse, Lawn Tennis, Hockey, and Cricket.

An educational centre like Bedford affords special facilities for practice in Teaching and professional coaching in Games. Swimming and Boating in the summer. Fees: £165 per annum.

For Prospectus apply—SECRETARY, 37 Lansdowne Road, Bedford.

CHELSEA COLLEGE OF PHYSICAL EDUCATION FOR WOMEN. (SWEDISH SYSTEM.)

Three Years' Diploma Course of University Standard. The training afforded to students at this College enables them to secure appointments of the highest standard. Students are admitted in September only, and at present applications should be made twelve months in advance.

Apply for Prospectus to Miss DORETTE WILKIE (Room 85), S.W. Polytechnic Institute, Chelsea, London, S.W. 3. Tel.: Kensington 899.

LIVERPOOL PHYSICAL TRAINING COLLEGE, and Officers' Training College for the Girl-Guide Movement.

(FOUNDED 1900.)

The College is divided into two—Junior and Senior—and the Course is from 2½ to 3 years. The Swedish system is taken. also Rhythmic Exercises, Dancing (all branches), Swimming, Fencing, Sports, and Games.

Massage, Remedial Exercises, Hospital Practice.

Great opportunity for teaching and gaining practical experience. Three gymnasiums. 18 acres of grounds for games.

IRENE M. MARSH,
Principal.

THE LING ASSOCIATION.

(And Affiliated Gymnastic Societies.)

FOUNDED 1899.

Offices: 10 Mecklenburgh Square, London, W.C. 1.

EXAMINATIONS held for Teachers' Diploma in Swedish Educational and Medical Gymnastics.

The Association keeps a list of certificated Gymnastic and Games Mistresses, and Medical Gymnasts—and publishes "Good and Bad School Postures," 5s.; Net Ball Rules, 3d.; Game of Net Ball and How to Play it, 1s.; Rounders Rules, 3d.; Scandinavian Dances, 3d.; Music to Dances, 9d. All post free. For these, and Terms of Membership, Conditions of Examinations, Entrance Forms, Syllabus, &c., applications should be made to the Hon. Secretary, Miss MARY HANKINSON.

THE BERGMAN ÖSTERBERG
PHYSICAL TRAINING COLLEGE, Kingsfield, Dartford Heath, Kent. See page 747.

DENMARK HILL PHYSICAL TRAINING COLLEGE

and School of Massage. Residential and Non-Residential. 41 Alleyn Park, London, S.E. 21.

Swedish System. Preparation for Public Exams. Teachers' Diploma of the Ling Association, Chartered Society of Massage, &c. Royal Sanitary Institute, &c. GYMNASTICS. MASSAGE. DANCING. SPORTS.

THE INCORPORATED BRITISH ASSOCIATION FOR PHYSICAL TRAINING.

President: The Rt. Hon. the Earl of Lonsdale.
Offices: 25 CHALCROFT ROAD, LEE, LONDON, S.E. 13.
(The Incorporated British College of Physical Education, the Incorporated Gymnastic Teachers' Institute, and the National Society of Physical Education.)
The Association is an Examining Body for Teachers of Physical Training.

SPECIAL Examinations for the Elementary School Teachers' Certificate for Physical Training are held.
Full particulars of the examinations of the Association, conditions of membership, &c., may be obtained from the Secretary, Mr. T. WILLIAMS.
Educational Authorities and Principals of Colleges and Schools requiring fully qualified Teachers of Physical Training should apply to the Secretary.

QUEEN ALEXANDRA'S HOUSE PHYSICAL TRAINING COLLEGE, KENSINGTON GORE, S.W. 7

Principals: The Misses BEAR.

EDUCATED GIRLS TRAINED as TEACHERS of Educational and Remedial Gymnastics, Games, Dancing, Swimming, Fencing. Preparation for Public Examinations: The Chartered Society of Massage and Medical Gymnastics, &c.

For Sale; School Transfers, Partnerships, &c.

SOUTHPORT, Birkdale.—Detached residence suitable for Girls' or Boys' School; containing 3 reception rooms, large lounge hall, very large schoolroom, 13 bedrooms, 2 dressing-rooms, 3 bathrooms, 2 w.c.s, &c. Garage for two cars. Electric light. Excellent position. Owner prepared to enter into partnership if desired.—Apply, BALL & PERCIVAL, F.A.I., Southport.

For Sale—continued.

WANTED TO PURCHASE.

BOYS' and GIRLS' SCHOOLS in all parts of the Country. None but bona-fide Purchasers introduced. Ladies and Gentlemen wishing to dispose of their Schools should write with full particulars to GENERAL MANAGER: Scholastic, Clerical, and Medical Association, Limited, 12 Stratford Place, Oxford Street, W. 1.

WANTED TO PURCHASE.—

Girls' Day and Boarding, or Day School. About £1,500.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1. No charge unless sale effected. Est. 1881.

FOR AIDS IN THE
TEACHING of } See the
SCIENCE. } SEPTEMBER
ISSUE.

MATRICULATION AND OTHER EXAMINATION NOTICES, SCHOLARSHIPS, FELLOWSHIPS, EXHIBITIONS, STUDENTSHIPS, and BURSARIES.

A TRAVELLING Fellowship of \$1,000, open to all members of the International Federation of University Women, is offered by the American Association of University Women for the year 1923-4. Full particulars may be obtained from the SECRETARY, British Federation of University Women, 92 Victoria Street, S.W. 1, to whom applications must be sent in by January 1, 1923.

BEDFORD SCHOOL.—Head Master: REGINALD CARTER, M.A. An Examination will be held at Bedford in March, 1923, for 4 Exhibitions £50-£40, and 6 Nominations £10-£20 for Boarders, and 4 for Day Boys. Apply for particulars to—HEAD MASTER, Bedford.

OLD BEDFORDIAN WAR MEMORIAL EXHIBITIONS.—Seven Exhibitions are offered to Sons of Old Bedfordians on certain conditions. For particulars apply—HEAD MASTER, Bedford School.

BISHOP'S STORTFORD COLLEGE. ENTRANCE SCHOLARSHIP EXAMINATION.—An EXAMINATION is held annually in June, when SCHOLARSHIPS, EXHIBITIONS, and BURSARIES, varying from £50-£10, are offered.—Apply to the Head Master, Mr. F. S. YOUNG M.A.

BRIGHTON COLLEGE.—An Examination will be held June 6-7 to elect to EIGHT SCHOLARSHIPS varying in value from £60 to £45 a year. Full particulars on application to the HEAD MASTER.

SCHOLARSHIPS.

FARADAY HOUSE ELECTRICAL ENGINEERING COLLEGE.—Examinations for SCHOLARSHIPS tenable in College and Manufacturing Works are held annually in April. For particulars apply to CHIEF CLERK, 66 Southampton Row, W.C. 1.

FRAMLINGHAM COLLEGE, SUFFOLK.

PUBLIC SCHOOL, Incorporated by Royal Charter. Head Master: F. W. STOCKS, M.A. Inclusive Fees, £57 to £66 per annum. Modern Laboratories and Workshops.

EXAMINATION for ENTRANCE SCHOLARSHIPS IN March.

Illustrated prospectus and full particulars on application to the HEAD MASTER or the SECRETARY.

GUY'S HOSPITAL MEDICAL SCHOOL.

OPEN ENTRANCE SCHOLARSHIPS.

Two OPEN ENTRANCE SCHOLARSHIPS, each of the value of £100, will be awarded, one in Arts and one in Science, in September, 1923.

GUY'S HOSPITAL DENTAL SCHOOL.

OPEN ENTRANCE SCHOLARSHIPS.

An OPEN WAR MEMORIAL SCHOLARSHIP in Arts, of the value of £40 per annum, for four years, will be awarded in September, 1923.

An OPEN ENTRANCE SCHOLARSHIP in Science, of the value of £40 per annum for not more than four years, will be awarded in September, 1923.

Full particulars of the conditions and copies of previous Examination Papers can be obtained from the Dean, Guy's Hospital Medical School, London, S.E. 1.

KENSINGTON HIGH SCHOOL (G.P.D.S.T.)

MUSIC TRAINING DEPARTMENT.

Admission in September, January, and May.

THREE SCHOLARSHIPS awarded annually.

For information apply to the HEAD MISTRESS, Kensington High School, St. Alban's Rd., Kensington, W. 8.

KING'S SCHOOL, CANTERBURY.—ENTRANCE and KING'S SCHOLARSHIPS. Some FIFTEEN SCHOLARSHIPS each June and November. For particulars apply to Head Master—A. LATTER, M.A.

ST. JOHN'S SCHOOL, LEATHERHEAD.—In addition to sons of living clergy elected on the Free Foundation, Supplementary Foundationers (sons of living clergy only) are received at the annual fee of 45 guineas. The School is also open to sons of Clergy or Laymen paying full fees, viz. Clergy 95 guineas, Laymen 105 guineas per annum. Day-Boys 33 guineas per annum. Modern School buildings for 240 boys. Boys prepared for the Universities, Army and Civil Service Examinations, &c. Leaving Scholarships. One or two Albany Scholarships awarded each year. Also three Entrance Scholarships, value £45, £35, and £25 per annum. Scholarship examination for 1922 and 1923 on the first Wednesday in July; entries close the last day of June. For Prospectus, &c., apply to the Head Master, the Rev. E. A. DOWNES.

S. PETER'S SCHOOL, YORK.

AN Examination for Scholarships and Exhibitions, varying from £50 to £15, is held annually in May. General knowledge is required in preference to specialization in one subject. Exhibitions also awarded on the Common Entrance Examinations.

Further details from—

S. M. TOYNE, M.A., Head Master.

THE BRITISH FEDERATION OF UNIVERSITY WOMEN offers a Prize Fellowship of £100 to assist the holder to carry on research in Arts during the year 1923-4. The Fellowship is open to all members of the International Federation of University Women.—Full particulars may be obtained from the SECRETARY, British Federation of University Women, 92 Victoria Street, S.W. 1, to whom applications for the Fellowship must be sent in by February 20, 1923.

Posts Vacant.

POSTS ABROAD.

LADY TEACHERS are earnestly advised to consult the Continental Secretary of the Girls' Friendly Society, 14 & 16 Holbein Place, Sloane Square, London, S.W. 1, before accepting any post abroad. Apply by letter, enclosing stamped addressed envelope. A small charge is made for verification.

SCHOLASTIC, CLERICAL, AND MEDICAL ASSOCIATION, LTD.

THE above Association is in a position to offer to well qualified ladies and gentlemen first-rate Scholastic Appointments in all parts of the country. Candidates should write with full particulars as to age, qualifications, experience, &c., &c., to GENERAL MANAGER, 12 Stratford Place, Oxford Street, W. 1. No charge for registration.

PROFESSORSHIPS.

UNIVERSITY COLLEGE, NOTTINGHAM.

CHAIR OF EDUCATION.

The Council invite applications for the Professorship of Education.

The position will carry with it the Wardenship of Mapperley Hall Hostel for Men. Salary £700 with Board, Residence, &c., at Mapperley Hall.

Further particulars and Forms of Application, which must be returned not later than December 16, 1922, may be obtained from

J. E. SHIMELD, Registrar.

THE ROSE SIDGWICK Memorial Fellowship. open to British Women of graduate standing, provides \$1,000 for graduate study in the United States during the year 1923-24. Full particulars may be obtained from the SECRETARY, British Federation of University Women, 92 Victoria Street, S.W. 1, to whom applications for the Fellowship must be sent in not later than February 1, 1923.

WEYMOUTH COLLEGE.

SIX SCHOLARSHIPS for CLASSICS or MATHEMATICS,

of the value of £40 downwards, and open to boys between twelve and fourteen,

are offered annually for Competition.

Next Examination will be in June, 1922.

For Prospectus and other information apply to the HEAD MASTER.

WESTFIELD COLLEGE. (UNIVERSITY OF LONDON.)

Chairman of Council:

T. W. H. INSKIP, Esq., K.C., M.P.

Principal: Miss E. C. LODGE, M.A., F.R.Hist.S.

FOUR SCHOLARSHIPS, one of £75, the others of £50, will be offered for competition in April, 1923.

A certain number of EXHIBITIONS may also be awarded.

Students are prepared for the Arts and Science Degrees of the University of London.

Fees.—Residence £90 a year; Tuition from 38 guineas a year.

For further particulars apply to the PRINCIPAL—WESTFIELD COLLEGE, Hampstead, N.W. 3.

Posts Vacant—continued.

MASTERSHIP.

APPLICATIONS are invited for Two Posts of Assistant Schoolmaster in the Education Department, Hong Kong.

Commencing salary, £400 per annum, rising by annual increments of £20 to £600 per annum, and in the case of specially qualified candidates to £750. Free passage to Hong Kong is provided. Candidates should be between 23 and 30 years of age; should be trained teachers, graduates, with experience of class teaching, and able to teach Physics, Chemistry, and Mathematics up to Matriculation standard. Further particulars of these appointments and Forms of Application can be obtained from "C. A." The Secretary, Board of Education, Whitehall, S.W. 1. Scottish candidates should apply to the Secretary, Scottish Education Department, Whitehall, S.W. 1.

PHYSICAL.

PORTSMOUTH EDUCATION COMMITTEE. (Higher Education.)

GIRLS' SECONDARY SCHOOL.

HEAD MISTRESS: Miss A. M. KENYON HITCHCOCK, B.A.

Required, in January next, a Mistress for Gymnastics and Games. Dartford training preferred. Burnham Scale. Forms of application, which should be returned, duly completed, by December 7th, may be obtained from the Secretary, Offices for Higher Education at the Municipal College, Portsmouth.

BRIDLINGTON High School for Girls.—Required for next term only, fully qualified Mistress for Swedish Gymnastics, Drill, and Games.—Apply, HEAD MISTRESS.

Continued on page 749.

BELL'S STANDARD TEXT-BOOKS

MATHEMATICS

Messrs. Bell's Mathematical Books are as a general rule issued complete with or without answers; in many cases the Examples are published separately; most of the books are also issued in parts. Please write for details.

MR. PENDLEBURY'S WORKS

- Pendlebury's Arithmetic.** With 8,000 Examples. 29th Edition. 5s. 6d.
Pendlebury and Robinson's New School Arithmetic. 20th Edition. 5s. 6d.
Pendlebury and Beard's Commercial Arithmetic. 15th Edition, Revised. 3s. 6d.
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OCCASIONAL NOTES.

THE first of a new series of articles dealing with Educational Movements and Methods will appear in our next issue, together with a general introduction by Prof. Adams, who, it will be remembered, wrote the introductory article of the series "Supplementary Aids to Classroom Work," the last contribution of which will be found in the present number. Every inquiry and movement in the great field of education makes for the improvement of the nation, but the enthusiasm and aspirations of the earnest advocate often lead to unfulfilled hopes. Our aim in the present series is that each article shall describe first the characteristics of the subject, and then give a judicial survey of its advantages, difficulties, or educational opportunities, from the point of view of the practical teacher faced with many claims and an inelastic timetable. With this intention, arrangements for articles dealing with the following subjects have already been made: The Montessori System, The Dalton Plan, The Heuristic Method, Eurhythmics, Direct Methods in Modern Language Teaching, Reformed Mathematical Teaching, Modern Latin Teaching, Experiments in Self-Government, Co-education and Dual Systems, Intelligence Tests, Domestic Subjects, and Commercial Education.

THE disappearance of Mr. Fisher from the official political firmament has been as meteoric as his appearance in December, 1916, as Minister of Education.

If we were to seek an astronomical parallel for his work in that office, we should point to a more important luminary. During his period of office, especially the earlier years, the educational field basked in a bright and warm sunshine which promoted growth and ripened abundant fruit. None of Mr. Fisher's pre-

decessors, with the possible exception of Mr. W. E. Forster, has a better legislative and administrative record. He has abolished the half-timer, established the principle of the continuation school, improved the salaries and pensions of teachers and raised the status and dignity of the profession, repaired some of the ravages of the war by granting higher education to 27,000 service-men, developed to a high degree of efficiency the medical inspection of school children, and encouraged and assisted university education. It has been urged, somewhat acrimoniously at times, that Mr. Fisher battled feebly against the Frankenstein monster of economy which threatened to destroy many of his educational reforms. We are bound to admit that we have not always been in accord with Mr. Fisher's more recent policy. But an impartial audit of the account reveals a substantial addition to the spiritual assets of the nation through his work as Minister of Education, and we should be churlish indeed if we failed to express in these columns our recognition and gratitude.

Le roi est mort : vive le roi ! Mr. Fisher's successor at the Board of Education is Mr. E. F. L. Wood, the eldest son of Lord Halifax, a comparatively young man of good educational descent and antecedents. Under present political and financial conditions, it would be foolish to suppose that the rate of educational progress of the last six years will be maintained. But we may at least expect that the new ground which has been so hardly won will be consolidated and strengthened to withstand the attacks of reactionaries. As a war veteran, and a cavalry officer to boot, Mr. Wood will be familiar with the process known in the army as "mopping up." Every previous period of active educational legislation has been followed by necessary work of this nature. The problem of the single-school area, salaries, pensions, and tenure of teachers, the development of our university system, are a few only of the questions which will offer scope for useful and unostentatious work. It will be agreed also that the relations between the central and local authorities must be placed on a firmer basis of co-operation and mutual understanding. Although "tranquillity" may be the political *mot d'ordre*, the new Minister of Education will, we hope, interpret his instructions from the Government in a liberal sense.

AN anonymous writer in the *Yorkshire Post*, taking as his text the protest of Prof. Smithell against the regimentation of education, has set forth a catalogue of woes calculated to extract tears from the ignorant and perhaps smiles from the initiated. It is not that there is no truth in the article; the thing that matters is the rather absurd exaggeration. According to the writer, "staff meetings" are dull and futile, time spent in preparing schemes of work is wasted, marks are intended for the solace of misguided parents, and teachers are unable to attend to their true business of teaching, and he assumes that all this is done by direct order of circular and mandate, blue-book and regulation. As a matter of fact, most of the above is really a condemnation of the teacher. Staff meetings are not obliged to be held, nor need they be dull or futile; schemes of work need not be elabor-

The New
President.

The
Regimentation
of Education.

ate, but no school could be satisfactorily run without them; and marking can be abolished where any school decides that the game is not worth the candle.

THEN we get a description of "Jones Minor," who votes English Literature dull stuff, labels mathematics stodge, and learns to love nothing. We would venture to state that Jones Minor almost invariably loves something, and that, as a rule, if mathematics is stodge to him, then English Literature or "stinks" will probably be exercising a compelling attraction. "In course of time Jones Minor, having entirely submerged, if not destroyed his individuality"—is that really an accurate description of Jones Minor? Is the British boy, despite all the defects of his character or that of his teacher, left with his individuality submerged if not destroyed? We have known some hundreds of these Jones Minors, and they always struck us as shedding their burdens and preserving their individuality with great ease and celerity. "All his time has been given to sucking up with sponge-like avidity a sea of information." Jones, we venture to assert, does not suck up information like a sponge unless he is in love with his subject: if, according to the writer, he learns to love nothing, we may reckon that the sponge is dry. We recognize, in this rather foolishly highly coloured picture of educational inefficiency, certain gleams of truth; but the picture is full of crude tints, bad design and faulty perspective; the writer would be better engaged in painting the picture of how things should be or in helping the schools to paint that picture for themselves. When we showed it to one Jones Minor he was overcome with amusement at the caricature of his sunny laughter-loving self. If it be a true presentation of the teacher, then we shall have to join that section of the public that regards our educational expenditure as completely wasteful and extravagant, and we are not yet prepared to do that.

BUSINESS men are often severe critics of the school, and sometimes, at least, they forget the limitations of the adolescent mind and expect the teacher to develop in the pupil greater wisdom and maturity of outlook than are attainable in youth. But no profession can afford to neglect intelligent outside criticism, and teachers will listen with respect to the opinions expressed by Sir Charles Macara in his speech at Lancaster Grammar School on October 18th. Sir Charles's impression is that "the youth of to-day is not so well grounded and provided with such solid foundations upon which to build as were the youth of a generation or two ago." "They are being encouraged," he says, "to make meals of confectionery instead of plain wholesome fare. The result is mental indigestion instead of stamina." Modern efforts after variety and interest have made the school far more attractive than it used to be. Where the new methods encourage mental activity, the change is all to the good. Where, like so many modern amusements, they give entertainment that leaves the mind passive, they are educationally harmful. Sir Charles Macara's own early education, at a small Scottish school, was based upon a good grounding in "the three R's," elocution, and the classics. He is satisfied that it has been of immense

service to him in life. In organizing the cotton trade of the world there was need for public speaking, and the lessons in elocution justified themselves. What he owes to the classics he does not explain, but doubtless it is the power of logical thinking and exact expression.

THE Report of the Departmental Committee on the teaching of English was published over a year ago; but, though its influence has already been widely felt, no attempt has yet been made on anything approaching national lines to apply its main thesis, *i.e.* that the teaching of English should constitute the basis of all education. We congratulate the London County Council, however, upon having taken one step in the right direction, for, on November 2 last, that body called a conference, obviously with the hope of focussing attention upon the matter. The Council had already taken action towards that end; indeed, it has before it various recommendations from its Consultative Committee, one of which deals with the subject in relation to the training course for the elementary school teachers certificate. The conference itself was attended by over a thousand teachers who heard an extremely interesting address by Sir Henry Newbolt, chairman of the Departmental Committee. The other speakers at the meeting included Mr. J. W. Samuel, Sir Gregory Foster, Prof. Chambers, Dr. Brock, and Mr. J. Dover Wilson. The points discussed were diverse enough to satisfy the most catholic tastes, for they ranged from a somewhat trite disquisition on the functions of the parts of speech to the rival claims of Anglo-Saxon and Medieval Latin and French to a place in honours courses at universities.

THAT English should be the basis of all education is, in one sense, almost a truism; to make it so, in actual practice, would need a revolution in the schools.

English—the Basis of Education.

Education is, ordinarily, a matter of evolution, not revolution: of steady development, not of sudden change. Before English can be the basic subject which enthusiasts desire to see it, much remains to be done, particularly with reference both to scope and method—even granting that the Departmental Committee's Report has gone far to define aim. Experts themselves, for example, cannot yet agree as to the part that grammar, pure or otherwise, should play in the teaching of the subject: a *via media* must be reached. Mechanical methods of formal grammar teaching, based to a considerable extent upon those obtaining in the teaching of classics, and admittedly out of place in the study of English, have been followed by a reaction which has, in some cases, led to the dropping of the teaching of grammar almost entirely. Again, there has been, up to now, little or no co-ordination either of aim, scope, or method between primary, secondary, and university teachers. Such co-ordination must be an accomplished fact on lines embodying a consensus of opinion before English can fairly claim to be made a common basis upon which all other subjects may be founded. It is on the solving of these problems that authorities, such as the London County Council, and teachers, the latter acting through their professional associations, might well join forces.

THE Society for Pure English does a good work in directing attention to some of the disfigurements the language suffers from those who seek to disguise the commonplaceness of their ideas by employing some slight novelty or violence of expression. "Grammatical inversion," i.e. the placing of the subject after the verb or after the auxiliary of the verb, without any adequate reason for departure from the normal order, is pilloried in Tract No. X by Mr. H. W. Fowler, joint author of "The King's English," as "among the most repellent vices of modern writing." Here are a couple of the examples he gives: Hard *would it* be to decide which of his many pursuits he found most absorbing (for "It would be hard"). With good peripheral railways, such as *have our invaders*, the front can be strengthened at any point (for "our invaders have"). Mr. Fowler carefully classifies the types of sentence in which inversion is legitimately used—interrogative, imperative, exclamatory, and hypothetical, balance, link, signpost, negative, and metrical. The illegitimate extension, besides its intrinsic ugliness, destroys the effect of the legitimate uses. The two examples cited above, and many others that the reader will notice when once his attention has been directed to the matter, can plead no useful purpose. Teachers might profitably divert some of the energy which they spend on eradicating the "split infinitive" to the fight against this new corruption of speech.

**Grammatical
Inversion.**

A MEMORANDUM of considerable interest and value containing a general statement on the Grant System and Educational Expenditure and a summary of facts and suggestions arising out of the general statement has been prepared by Mr. Spurley Hey. The pamphlet is a mine of information about education finance and the legislation affecting it. It shows the steps by which the unsatisfactory system, in existence before 1919, of paying grants mainly in respect of either individual pupils or individual subjects has been changed into the existing system of a lump sum for Elementary Education and a further lump sum for Higher Education, based mainly upon approved expenditure, and in each case amounting to not less than 50 per cent of the approved net expenditure. Mr. Spurley Hey's main conclusions, with which we are in general agreement, are that the percentage grant system has provided a stimulus to local authorities without promoting extravagance, and has set up a fairer partnership in educational development as regards both interest and finance. He sounds no very uncertain note about the interference of the Board of Education in matters of purely local administrative practice and procedure and gives illustrations, which would be amusing, if they were not so stupid, of such interference in connexion with the provision of school meals and the treatment of children in school clinics.

**Education
Finance and
Government
Grants.**

MR. SPURLEY HEY recognizes that as our expenditure has now reached a sum of seventy-five millions there must be some form of control of aggregate expenditure, and that this control will be ineffective without the power of veto. He therefore suggests that, under present conditions, there might reasonably be some form of grant limitation,

**"Limited" Grants
and "Easier"
Control.**

subject to such limitation being attached to the existing grant system, the present educational facilities being maintained in efficiency and some provision being made for gradual development. There should be, on the other hand, a clear and definite statement of the principles upon which "limited" grants are to be distributed to the individual Education Authorities and a relaxation of the present tendency of the Board of Education to exercise detailed control over the administration of the Local Education Authority. It is of vital interest to the nation that the educational system of the country should be not merely maintained in efficiency but provided with reasonable means of development, and we welcome the memorandum as providing a mass of general information bearing upon these matters.

BY the time these lines appear in print the country will have elected a new government. At the moment "equal opportunities for all in Education"

**A Pioneer
Movement in
Leeds.**

is the cry of one party at least, but in the matter of education Leeds is waiting for no party, for the movement embodied in the Music and Drama League, which is claimed to be the first of its kind in the country, is likely to exert a far-reaching influence in spreading culture among the young people of the city, and is one which will doubtless have many imitators if it meets with the success it deserves. It is in a spirit of co-operation that the schools of the city have adopted a scheme organized by one of the Leeds Education Authorities Inspectors, Capt. F. E. Harrison, to give periodical concert and dramatic performances. For the purposes of the League, the schools of the city have been arranged in groups. Periodically, at one school or another in each group, concerts and miniature dramatic performances are to be held, each of the schools concerned contributing one or more items. Then the pick of these programmes will be selected for presentation before an audience of the public from time to time. The Schools Music and Drama League has the active support of Sir Michael Sadler, Mr. Leslie Owen, the chairman of the Education Committee, and Mr. James Graham, Director of Education; furthermore, it has the promise of active help in coaching, the lending of stage scenery, &c., from the Leeds Repertory Season Committee, the Art Theatre, and the William Sheffield Dramatic Society. This "break away" from some of the bad old methods of education will be followed with keen interest, and a report as to how the scheme really works in practice will be eagerly awaited.

"THE Health of the School Child"—the official title under which the Report of the Chief Medical Officer of the Board of Education for last year is issued—indicates the fundamental importance which is now attached to the health of the child in relation to its education.

**Good Health
the Basis of
Education.**

The underlying sentiment is but a variant of the homely saying that no amount of manipulation can make a good job out of inferior material. And it is time, ere it be too late, that the nation recognized that the quality and value of its future citizens must always be very largely determined by the adequate nutrition of its young and adolescent children living under good hygienic conditions. Every one, we believe,

will approve the statement that "No nation can afford to neglect its normal children, which are its principal consideration; nor should it neglect the blind, the deaf, the cripples, the tuberculous, or the mentally deficient." For obvious reasons, it could not do so with impunity. Further, "The school environment or the means of education should not be such as are likely to exert unfavourable or injurious influences upon the health, growth, or development of the child." On the whole the note of the year under review is one of progress and improvement.

**Improvements
Foreshadowed.**

THERE are gaps yet to be filled, areas not yet fully or satisfactorily covered—e.g. the prevention, detection, and proper treatment of dental caries—a prime factor in predisposition to all forms of illness, and in itself a really serious disease; in some cases schools are over-crowded, and an extension of activities is needed in others; and the need of better and more systematic co-ordination appears elsewhere. Antenatal deaths have somewhat decreased, but are still far too common. A wider education of the expectant mother and improved sanitary surroundings are called for: though real and permanent improvement in these respects can be achieved on a large scale only when based on the habits and the wisdom almost unconsciously acquired by the child during its school age. But, after all, we hark back to adequate nutrition as the physical basis of successful education. And one cannot avoid an uneasy feeling that in relation to the question of milk supplies, "economy" is too often used as an inept term, wrested into a complete negation of its original and rightful meaning. Nothing can take the place of milk as nourishment for children; to restrict its supply to an amount less than that which is necessary is to commit a blunder equally absurd and costly on a gigantic scale.

**The Medical
Profession and
Psycho-
Analysis.**

CONSIDERABLE discussion and correspondence in the daily press has followed the joint discussion on psycho-analysis at the Hull meeting of the British Association last September. Quite recently Sir Clifford Allbutt has come forward, in his opening address to St. George's Hospital Medical School, to declare that psycho-analysis is no science at all, and to reiterate the statement (already officially contradicted) that "it is now proposed that any teacher should be allowed to probe into the minds of children and adolescents, too often with dirty tools." Lord Dawson, too, in his presidential address to the Medical Society of London, has echoed these warnings, although, it is true, in a more generous and less wholesale fashion. Certainly, if there have been any proposals that unqualified teachers (and for that matter unqualified physicians) should undertake to psycho-analyse school children, it is the duty of medical men, educationists, and psychologists, to register a united protest; undoubtedly the protests of the psycho-analysts themselves would be the most emphatic and the most complete. But it is a different thing to condemn out of hand a new branch of psychology, which has now been sympathetically recognized and critically discussed by almost every British psychologist of academic standing—Dr. Myers at London, Dr. Brown at Oxford, the late Dr. Rivers at Cambridge, Prof.

Pear at Manchester, Prof. Valentine at Birmingham, and Dr. Drever at Edinburgh.

**Temperament
and
Character.**

AS so eminent an educationist as Dr. Kimmins pointed out at Hull, the Montessori method, the Dalton plan, and the general movement for individual work and study, receive from psycho-analytic doctrines a valuable theoretical support in their common tendency to reduce repression to a minimum and to substitute internal discipline for external. Innumerable cases, too, have now been recorded in which children with delinquent and neurotic tendencies have been referred by teachers to competent psychologists and have been cured, or at least temporarily relieved, of their dangerous tendencies. The chief message, however, which the "new psychology" has for the practical teacher consists, not so much in the technical methods employed or in the individual results obtained, but rather in the fresh light and the reawakened interest which the less extravagant conclusions of psycho-analysis has given to the whole subject of temperament and character and their scientific study and training.

**The Vœu de
Genève.**

THE third Congress of the International Moral Education League was held at Geneva in July and August last. It was attended by a large, amiable, and extremely cosmopolitan gathering. Some five hundred delegates representing some thirty distinct peoples were enrolled on the list of membership. One of the most prominent subjects of discussion was the need of "a purer method of history-teaching" than that which prevails generally throughout the modern world. Speakers from Japan, China, India, Poland, Germany, Spain, and England concurred in deploring the present-day perversion of history to the fostering of national vanity and international hate. They agreed in advocating what they call the "Vœu de Genève" on the subject. This pious desire is that history shall be purged from its perverting patriotisms, shall be cleansed from its moral stains, and shall be employed as a means for inculcating ethical idealism, international amity, and brotherly love. There are probably few teachers or students of history who will not share the wish that their subject may be freed from all intrusive elements which mar its perfection as a pure science. There are, however, certainly very many who will feel considerable anxiety lest the International Moral Education League in its noble zeal to eliminate old passions and prejudices, may not insensibly introduce its own obvious bias towards secularism and cosmopolitanism. It is possible, that unless this tendency is held in check, the last state of our history text-books may be worse than the first.

**Latin in
Secondary
Schools.**

THE pamphlet by Mr. J. W. Mackail advocating Latin being taught as an essential subject in all secondary schools is a temperate statement of the case, and should arouse no antagonism among the advocates of science or of modern studies. He does not mention even the parallel case in France, where the standard of writing French sank when Latin was no longer a compulsory subject for the *Baccalauriat*. Nor does he quote the opinion of many of those who

have to deal with young men after they leave school : that those who have been grounded in Latin learn a fresh subject quicker than those who have not, nor that captains of industry prefer apprentices from classical schools. But Mr. Mackail does show how Latin is now a privilege of the richer classes, and asks how long the ranks of Labour will allow this distinction. A great deal of flabbiness and haziness would disappear if modern education were tuned up in the cold light of the classics where a statement is either right or wrong. Certainly there should be no secondary school where a pupil could not learn Latin if he so desired. Mr. Mackail meets all the usual objections against Latin with moderate arguments : that it is a dead language, a hall-mark of a social class, insufficiency of teachers, that boys do not wish to learn it, that they do not keep it up, and that the time table is already overcrowded. This last excuse is the feeblest, for all teachers are agreed that it is better to learn a few subjects well than have a smattering of many. The time table becomes over-crowded only when head masters are over-persuaded to add new subjects by ill-informed parents or give way themselves to unwise enthusiasms. If Latin is not taught in secondary schools, pupils will enter a university without taking it. Then those among them who wish for an Arts degree find they have to begin this subject after sixteen when the drudgery inherent in all beginnings is much harder to surmount. Whatever their personal opinions may be, all teachers should read Mr. Mackail's few pages ; they are written by a ripe scholar, and one who knows much of teaching.

THE educational pamphlet on Print-Script recently issued by the Board of Education, will be welcomed by a large body of teachers. Although the evidence quoted is predominately favourable to the new form of handwriting, the arguments for and against are stated with admirable impartiality. The very remarkable success which has attended the introduction of print-script into schools, its increasing popularity, and the rapid spread of the movement to other countries, will have a marked effect on the handwriting of the future. Emphasis is very properly laid on the inadvisability of bringing pressure to bear on schools to introduce print-script, for unless the teachers are strongly in favour of the change from cursive writing, any movement in this direction is doomed to failure. One of the greatest obstacles to its general introduction into schools will be removed by the statements made with regard to the favourable attitude of employers towards the new form of handwriting. The principal advantages claimed for print-script are : (1) Its greater legibility. (2) The ease of acquirement. (3) The removal of the difficulty of the dissimilarity of written and printed matter, with, as a consequence, a considerable improvement in spelling, and (4) An increased speed in writing. With regard to the last point, which from the employers' point of view is of the greatest importance, the only evidence quoted against increased speed is that based on tests of a small number of children, whereas the evidence on the other side is based on a careful investigation with speed tests on 13,000 children, the results of which were quite conclusive as to the superiority of print-script in this respect.

THE Labour Party's Advisory Committee on Education has considered the question of the education and training of teachers, and the results are now before us in the form of a sixpenny pamphlet.

**Education and
Training of
Teachers : The
"Labour" View.**

The proposals are comprehensive, and in some senses they go to the root of the matter. We have no quarrel with them because in certain respects they represent ideals which are at present quite unattainable. On the contrary, we think it extremely important to know the goal for which we are striving, so that whatever changes are made shall at any rate be in the right direction. But we doubt whether even the Labour Party are fully aware of the remoteness of their proposals from actual facts. To take only one instance, they desire that, as soon as may be, all training of teachers shall be included in the functions of universities. Have they sufficiently considered, however, that a large proportion of the teachers to be trained are concerned with children of tender years, and that the universities have a long way to travel before they could feel competent to undertake the guidance of such training? Again, have they sufficiently considered that, if all teachers are to be trained at universities, either the number of universities must be increased, or the existing universities must become swamped with intending teachers of various grades? Since 1890, when university training departments were started, the universities have exerted an immense and a beneficent influence upon the training of teachers, and we suggest that ways and means might be found of extending that influence still further, without imposing upon the universities a burden which even their broad shoulders might find it impossible to bear.

**THE TEACHING AND PROBLEMS OF HISTORY
IN ENGLISH SECONDARY SCHOOLS.***

BY CLOUDESLEY BRERETON, M.A. (CANTAB.), B. ÈS L.
(PARIS).

THE study of History in English secondary schools has undergone considerable extension during the last thirty years, especially in the smaller grammar schools and large municipal and country schools. History specialists have been freely appointed, and the Historical Association, which has come into being during the period, has exercised a strong centripetal influence in attracting and bringing together those interested in the subject, and an almost equally potent centrifugal one in diffusing specialist knowledge among members by means of its admirable series of pamphlets and monographs. The scope of school history has also been greatly enlarged ; English history has been supplemented on the one hand by a far fuller treatment of colonial History and reinforced on the other by a considerable admixture of European History. The criticism, "What do they know of England who only England know?" is no longer applicable. At the same time the need of some general knowledge of earlier epochs has been recognized and some notions of ancient history, Egyptian, Grecian, and the like figure in the time-tables of most schools. Similarly the study or at least consultation of original sources has been introduced in the shape of contemporaneous authors and documents, while the aid of pictures and illustrations has likewise been enlisted. A considerable amount of attention has also been paid in some districts to local history.

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notably in London, combined with organized visits to local museums and monuments, which are of especial value for English children whose imagination nearly always starts from the concrete. In various schools again, the organic connexion with geography, economics, or sociology, is more or less stressed and emphasized. In fact, the chief danger to-day seems to be that the teaching may become too diffuse, though this is largely guarded against by the external examinations whose requirements dominate the situation.

The historical initiation of the younger pupils is made as a rule through the study of famous men and women. In some schools history is studied, concentrically, in others the lineal method of successive periods is followed. Generally speaking a far greater amount of time is devoted to recent and modern times than was in the past; the Great War especially gave a strong impetus to this concentration on modern political movements, and adequate time for this has been provided by the establishment of advanced courses in modern studies, for pupils from sixteen to eighteen, in which history often takes the most prominent part.

If the modern pupil has a less accurate knowledge of actual dates, his historical sense is often cultivated by the compilation of time-charts. Furthermore in a few schools an adoption of the Dalton plan for free study, which seems peculiarly suitable to the study of history, has led to a wide extension of independent reading by the pupils, while practically everywhere the private reading of good historical romances and novels has been found an excellent means for giving atmosphere and reality to the subject as a whole. Literature again, in the lower classes to a certain extent, and still more fully in the higher ones, is co-ordinated with History. In fact in many of the advanced courses this correlation between culture and politics has become very real.

The present-day teacher of history may well feel a glow of satisfaction when he compares these multifarious and many-sided developments of his subjects with the pemmican-like history of the past often studied in a single text-book that bristled with dates and genealogical tables, and in which battles and sieges occupied often a disproportionate amount of space. But any excessive complacency on his part is likely, I think, to evaporate in view of two of the gravest possible problems—one national and the other international which are every day coming clearer into sight. Broadly speaking the outlook of our historians in domestic matters has been mainly aristocratic and middle-class, and in international matters nationalistic and even chauvinist. This is no special English phenomenon, it is common more or less to all other nations. And the reasons are simple. Hitherto the only articulate classes have been the aristocracy and the bourgeoisie, while the ever-increasing growth of national sentiment to which the religious Reformation of the sixteenth century by its destruction of the central ideal of Christendom gave an immense impetus, has made the historians in all countries the exponents of the national point of view rather than of the European, and still less of the Universal.

Moreover, as long as we had practically only two parties in England, Whig and Tory, we had broadly speaking, only Whig and Tory historians. During the greater part of the last century it was the Whig historians who held the field. With the gradual awakening, however, to self-consciousness of the British Empire, the pendulum has swung the other way. But Whig and Tory historians alike are threatened by the emergence of a new set of factors. These are briefly the establishment of practically universal suffrage, the consequent rise of a separate labour party, and above all the growth and development of universal, free, and compulsory education. In my own humble opinion, it is only a matter of time as to when the masses through their new leaders will demand a certain re-writing

of national history, including a re-teaching of history in the schools themselves. When that day arrives our schools will be faced with a history difficulty, beside which the former so-called religious difficulty will pale in insignificance.

Again it seems to me equally probable that with the growing sense of solidarity between the proletariats of the various European countries a similar demand will be formulated for a restatement of the international aspect of foreign questions, even when treated primarily from the English standpoint.

How then can we best prepare the way for dealing with this two-fold crisis before it becomes acute?

I will deal first with the internal aspect.

I think we must begin by modifying our general attitude towards history and instead of explicitly or implicitly regarding it in the main as a sort of static and stratified relation of past events in which the temporary success of those who made it is looked on as the sole criterion of the rights and wrongs of the questions at issue. We should rather point out that it is a record of a series of incessant struggles between various parties representing various principles, each of whom had at least *some right* on its side, and indicate to our pupils that if *victrix causa deis placuit* there was as often as not a Cato on the beaten side, and that further, not infrequently a cause which has been decried and beaten in one century, has been subsequently triumphant. In a word that great issues never die, though from age to age they need re-statement, since history is really past Politics, whose main problems are still with us to-day.

But this does not mean we should represent history, as generally written, to be a conventional fiction, much less, as some one has said, as an organized lie, but rather as truth up to date, but truth capable of perpetual revision and re-statement, as indeed our own English Law is, in which decisions stand, until they are reversed by subsequent decisions embodying more fully the Spirit of the age. We shall thus avoid the Charybdis of dogmatism and the Scylla of scepticism, while cultivating as far as possible the judgment of our pupils, which, as Montaigne long ago pointed out, is the chief value of historical study.

It should therefore be our duty to set before our pupils as impartially as possible the rights and wrongs of each side, and leave them free to manifest their preferences. Such preferences are possible even with the younger pupils in such apparently broad issues as the struggles between King Charles and his Parliament, while a deeper study of the same struggle will have all the advantage of revealing to them its terrible complexity and may end by making their choice as difficult and dolorous as that of a Falkland.

By thus cultivating in our pupils a sense of respect for the convictions of the beaten side, even if they disagree with their tenets, we shall undermine that cocksureness and bigotry that is the bane of current politics, and promote in them a deeper sense of the complexity of existing issues, and a real tolerance for the opinions of others, which is the half-way house towards that respect for those who differ from us, which again is the cornerstone of that loyal co-operation for which all the world is yearning to-day.

And the same procedure seems applicable for the solution of the international problem. In place of the spirit "of my country right or wrong," they should be taught, not as the pacifists are inclined to put it, that their country is always wrong, but that at times it makes its mistakes and sins against its neighbour, like any simple individual. Again, the deeper they study, the more they will realize the difficulties of the contending nations, and while not shutting their eyes to the deceit and chicanery of secret diplomacy, they will still be able to do justice to the substantial sincerity of the majority of the protagonists in the struggle, and understand their immense

difficulties, and in place of sweeping and shallow condemnation ultimately perceive the deep human drama and tragedy of it all.

And here again we can begin even with the younger pupils. Thus when discussing the Hundred Years War with France we should not only state the claims of Edward the Third, but also give the French point of view, and say a word or two on the terrible set-back inflicted thereby on Western European civilization.

It has long been held by the teachers of modern languages that one of their chief duties, and certainly their highest, is to inculcate in their pupils a knowledge and a respect of the people whose language they are studying, that they should regard themselves in fact as the *proxenes* and unpaid consuls of those peoples—in a way as a sort of *diplomatie scolaire*. Has not the time arrived when our historians might well copy their example of abandoning their position of national apologists à l'outrance, which can only lead in the long run to the accumulating of national misunderstandings and hatreds, adopt the nobler task of "re-righting" history with a view of explaining the nations to one another. National our schools must remain, but they need not act as breeding-places of future wars. America has given us here a lead and a lesson, first by revising its anti-English text-books after the Cuban War, and again after the Great War.

But it may be asked, from what history are our pupils to study international events, at least those in an advanced course? Surely the most satisfactory method would be to study a foreign work alongside of one of our own countrymen, for there is no satisfactory international history that I know of. Perhaps the League of Nations might undertake its compilation. But I fear we shall have to wait for a World University such as Benchara Branford has outlined in his masterly book "Janus and Vesta" before we shall get a really satisfactory World History.

National History rightly understood has always been regarded as the Bible of the people for which it has been written, being at once a record of its triumphs and failures and an oracle full of promises and warnings to its statesmen. Under the new dispensation it should still remain the national *sortes Virgilianae* for consultation and counsel. But in place of an Old Testament in which each nation is depicted by its writers as the chosen people and the rest as Gentiles or Barbarians, or rather over and above and supplementary to it, there should be a New Testament which, without abolishing the Old and preserving in fact all that is best in it, will preach the doctrines of peace, goodwill, and fraternity on the earth.

CHRISTMAS BOOKS, 1922.

THE steady stream of Christmas books is upon us again, and welcomed alike by old and young. The taste for children's literature lasts with most of us when even that for plum pudding and the pantomime has departed. But the standard must be high now to satisfy not only that exacting person the modern child, but the ever watchful elders who, in the capacity of Child-Students or Psychologists, or as mere humble parents, talk with an ever increasing emphasis about the importance of what is read in early years.

Classics are always safe guides to follow, and so it is with the classics of the nursery, the wise old wholesome tales of which "Beauty and the Beast" is the most pathetic, and "Cinderella" the best beloved; let those who write for the little children remember the primary rules of story telling that have made those figures immortal. The old favourites come out again this year in many different forms, nowhere better seen than in the handsome scarlet and gold of Flora Annie Steel's "English Fairy Tales," illustrated by Arthur Rackham. There is a twin

volume to it in "The Water Babies," illustrated by Goble, which would rejoice the heart of any child. For the adventurous children who would explore new ground, there are many fresh fairy tales, "The Chinese Fairy Book," "The Swedish Fairy Book," which savours somewhat of Hans Andersen, and one little new fairy story called "Elizabeth Ann's Delight," so pretty that it is likely to prove the delight of many others besides Elizabeth; the pictures look as if they ought to belong to one of Mrs. Ewing's stories; the little book can go fearlessly on to the most exclusive nursery shelves.

In the matter of illustration those who cater for little children at the present time cannot be too careful; let them fully understand their public. For instance, would any parent who loves a child have anywhere near its nursery a book containing such alarming pictures as that in "Lazy Matilda and other Tales," of the child who for dawdling on errands was transformed into a monstrosity with caterpillar legs? And in the same book of rhymed tales, there are pictures, likely to terrify nervous children, of the misshapen condition into which an unlucky youth developed because he was too fond of sweets. These pictures are too suggestive for the child of to-day, often nervous and over-imaginative, and suffering still, in many cases, from the effects of air-raids and the war.

Let the small children's books before all else be wholesome, not odd, or "cranky;" and when they suggest, let the suggestions be beautiful ones. Children of all ages will love the quaint "History of Dr. Dolittle," who was the despair of his sister Susan because he filled his house so full of animals that there was no room for the patients: it was very awkward when the lady with the rheumatism sat down on the hedgehog that the doctor would allow to sleep on the sofa! So at last Dr. Dolittle was left with no patients at all but the catsmeat man, who was so used to animals of all sorts that he did not mind them anywhere.

We are glad to notice plenty of Nursery Rhymes; there is an ever increasing value set on them for children by all educational authorities. When we see the mass of books for boys and girls of school age, it seems that there should be no difficulty in satisfying the demand so universal at the present time, "What can I give the children to read in the holidays?" But it is not so easy as it seems, partly because parents and children do not always see eye to eye in this matter of holiday reading. For the boys, there pours out year by year a steady stream of school stories and adventures. Truly "Tom Brown" has had numerous descendants, but one feels at times that very little remains of his original mantle. There was "The Bending of a Twig," and there was "Dick," and year by year one lives in hope! The "Harley First XV," by Hylton Cleaver, is a good set of short stories of school life, and there are endless pleasant chronicles of football and cricket matches, and some good tales of exciting life overseas. The weighty volume of "The Scout" will keep many a youth quiet for hours, especially if he has a thoroughly solid table on which to deposit it while he reads.

Looking at the books for girls, one is almost at first inclined to think one has made a mistake and taken up a fresh lot for boys. More school tales, more matches, this time generally either hockey or lacrosse, and the monitors, captains of games, and school officials seem to have strayed across from the one set of books to the other. This is confusing, and it is also arresting. For the boys it is perhaps natural, this absorption in the school world; for that world is to a great extent the only world of most English boys of a certain age. But in the case of our daughters do we want the same thing to happen? If so, we are doing our best to bring it about by the books we provide for them to-day. These numerous and quite harmless tales, piled before us in a perfect stack, tales of school matches, of dormitory reforms, of good and bad monitresses, of petty school politics, surely they appeal

only to one part of a girl's nature. We all know the reasons for keeping growing girls busy with out-door life and healthy amusements, but we know too that a girl develops far younger than a boy; and surely while her brother is contentedly conning the pages of the latest school story, she will be ready for something a good deal nearer to true literature? It seems that there should be something more for girls than we find provided; something that will appeal to and bring out the higher qualities latent in every maiden of what we call the school age. There is a beautiful new edition of "Don Quixote" before us, from Messrs. Constable; let anyone who can afford a guinea try if the humorously pathetic adventures of one who has given an adjective to our language do not still hold his audience, as they did when some of us were growing girls.

Should there not be more stories of home life, such as Miss Yonge made so popular forty years ago? Among all these books for girls very few deal with home as anything but a place to which to return for the holidays; of course, there *are* such books, but the proportion is small. One such may be noted, "Home Service," by a well-proved author, Ascot Hope, who needs no words of ours to recommend him. The story is one of family life in the difficult war years, and some of the scenes come home to all Londoners; especially will they grieve for the Teddy Bear, who was left out in the perambulator under the laurel bush during an air-raid, with sorry results. No consolation was possible for his bereaved master but the exciting one of giving Teddy "a proper funeral;" this the children carry out conscientiously, setting up over the grave "as a temporary monument, the handle of the smashed perambulator." The only disappointment was that as it was Sunday, a military salute from a toy cannon was forbidden; "so only the bells ringing to service made Teddy's requiem." Another charming story of home life, "The Happy Adventurers," by Lady Middleton, tells of the dream meetings and friendships of children of different generations; perhaps its yellow cover is a shade too bright for the size of the volume, but that is a matter of taste.

Those who live among children know what an important factor in forming their taste and training their judgment is the choice of books for the holidays, and they are proportionately grateful when they come upon something which gives real help. Each year usually produces one or two such noticeable books, books that will live, that we all read and remember, and whose characters become historic. It is the business of those who care for children to watch the great flow of Christmas books, and to see that these treasures, in however humble a guise they appear, do not pass unheeded. The importance of a really great Child's Book can hardly be overestimated, but it is not always recognized at once. Mrs. Ewing's "Jackanapes," when it first appeared in book form was stitched up in a paper cover, and sold for a shilling.

For the children who love animal tales, and never tire of "Black Beauty," and "The Romance of the Red Deer," there is an attractive volume called, "Romances of the Wild," with fine illustrations, and the pictures in the "Stories from the Early World" are real works of art.

There are too many books published at present for children; of that no one can doubt who tries to make a selection among them. And yet there is still a need for more. We want more good home stories for our daughters, and we want more good historical romances that will appeal equally to boys and girls. History is taught best at that age through its romantic side, and a great power possessed by the industrious Miss Yonge, of Victorian fame, was that of inspiring her readers with a love of the historical period she described. She was also invariably accurate, and she got the characters alike of her great men and her rogues with a vivid touch surpassed by few women. Many among the middle-aged to-day owe their knowledge of Simon de Montfort and John of Bedford, of Henry of

Navarre and Henry V, not to any lessons they ever had upon such persons, but to those green and gold volumes, "The Prince and the Page," "The Caged Lion," and "The Chaplet of Pearls," that were prized by an earlier generation as no story seems quite to be prized to-day.

LIST OF GIFT-BOOKS FOR CHILDREN, AGES 6 TO 11 YEARS.

- The Water-Babies: A Fairy Story for a Land-Baby. By Charles Kingsley. New Edition. (Macmillan. 7s. 6d. net.)
- English Fairy-Tales. Retold by F. A. Steel. (Macmillan. 7s. 6d. net.)
- The Swedish Fairy Book. Edited by C. Stroebe. Translated by F. H. Martens. (Fisher Unwin. 7s. 6d. net.)
- The Chinese Fairy Book. Edited by Dr. R. Wilhelm. Translated by F. H. Martens. (Fisher Unwin. 7s. 6d. net.)
- The Flame Flower. By P. Saunders. (Butterworth. 6s. net.)
- Elizabeth Ann's Delight. By M. Dowson. (Dent. 6s. net.)
- Doctor Dolittle: Being the History of his Peculiar Life at Home and Astonishing Adventures in Foreign Parts. Written and Illustrated by H. Lofting. (Cape. 6s. net.)
- The Irish Twins. The Scotch Twins. The Eskimo Twins. The Cave Twins. Written and Illustrated by L. F. Perkins. (Cape. 6s. net each.)
- The Pond. By C. Ewald. Translated from the Danish by A. T. de Mattos. (Butterworth. 6s. net.)
- Youngsters: Collected Poems of Childhood. By B. Johnson. (Dent. 6s. net.)
- Blackie's Children's Annual. (Blackie. 5s. net.)
- The Now-a-Days Fairy Book. By A. A. Chapin. (Harrap. 5s. net.)
- The Fairy Island. By J. W. Boden. (Allan. 5s. net.)
- Barbara in Pixie Land. By H. E. Chapman. (Cape. 5s. net.)
- Half-Past Bedtime. By H. H. Bashford. (Harrap. 5s. net.)
- The Laughing Lion and Other Stories. By A. Pearson. (Dent. 5s. net.)
- The City of Wishes. By J. A. Benthams. (Cape. 5s. net.)
- The House with the Twisting Passage. By M. St. John Webb. (Harrap. 5s. net.)
- Here and Now Story Book, Two to Seven Years Old: Experimental Stories written for the Children of the City and Country School (Formerly the Play School) and the Nursery School of the Bureau of Educational Experiments. By L. S. Mitchell. (Dent. 5s. net.)
- Lazy Mathilda and Other Stories. By K. Pope. (Dent. 5s. net.)
- The Chummy Book: For All Boys and Girls Who are Good Chums. Edited by E. Chisholm. (Nelson. 5s.)
- Flights in Fairyland. By the Staff and Pupils of Lothian School for Girls, Harrogate. Edited by Jean Miller and Rose E. Speight. (Saville. Paper, 4s. 6d. net. Half Cloth, 6s. net.)
- The Hidden House. By D. Russell. (Blackie. 4s. net.)
- Sing-Song Stories. By A. G. Herbertson. (Milford: Oxford University Press. 3s. 6d. net.)
- The Just So Stories Painting Books for Children: The Elephant's Child. By Rudyard Kipling. (Hodder & Stoughton. 3s. 6d. net.)
- Ten Tales. By M. H. Smith. (Milford: Oxford University Press. 2s. 6d. net.)
- Leading Strings: The Baby's Annual. (Gardner & Darton. 2s. 6d. Cloth, 3s. 6d.)
- The Prize for Girls and Boys, 1922. (Gardner & Darton. 2s. 6d. Cloth, 3s.)
- Plays for Children: Goldilocks and the Three Bears. Torquil Mac Ferron. Thomas Olifant. Tyranny. St. George and the Dragon. The Sleeping Beauty. Bluebeard. Haroun el Rashid. By S. L. Cummins. (Methuen. 1s. 6d. net each.)
- The Birthday Caravan. By D. English. (Bell. 1s. 3d.)
- Benjamin Brown Eyes. By H. G. C. M. Lambert. (Harrap. 1s. net.)
- Golliwog in Fairyland: or, How Edward the Teddy Bear Became a Knight: A Fairy Play. By M. Cockrell. (Gowans & Gray. 1s. net.)
- Why the Fuchsia Hangs its Head: A Fairy Dream Play. By M. Cockrell. (Gowans & Gray. 1s. net.)
- Rosemary's Garden: A Fairy Mystery Play in Three Acts to be Played by Children for Grown-up People. By E. M. Jewson. (Gowans & Gray. 1s. net.)
- Wee Macgregor's Party: A Play in One Act. By J. J. Bell. (Gowans & Gray. 1s. net.)

BOOKS FOR GIRLS, AGES 12 TO 16 YEARS.

- Red-Robin. By J. Abbott. (*Lippincott*. 7s. net.)
 The Happy Adventurers. By L. M. Middleton. (*Blackie*. 6s. net.)
 The Kayles of Bushy Lodge: An Australian Story. By V. G. Dwyer. (*Milford: Oxford University Press*. 6s. net.)
 The Home Service: A Household History. By A. R. Hope. (*Selwyn & Blount*. 6s. net.)
 Guide Gilly Adventurer. By D. Noore. (*Nisbet*. 6s. net.)
 Dimsie Moves Up Again. By D. F. Bruce. (*Milford: Oxford University Press*. 6s. net.)
 The Reformation of Dormitory Five. By C. Chaundler. (*Nisbet*. 6s. net.)
 Just a Jolly Girl. By E. L. Haverfield. (*Milford: Oxford University Press*. 6s. net.)
 Kathleen's Adventure. By B. Girvin. (*Milford: Oxford University Press*. 6s. net.)
 Moonshine and Clover. A Doorway in Fairyland. By L. Housman. (*Cape*. 6s. net each.)
 Mrs. Strang's Annual for Girls. (*Milford: Oxford University Press*. 5s. net.)
 Blackie's Girls' Annual. (*Blackie*. 5s. net.)
 Monitress Merle. By A. Brazil. (*Blackie*. 5s. net.)
 The Outdoor Year. By W. J. Claxton. (*Blackie*. 5s. net.)
 The Golden Book of English Sonnets. Selected by W. Robertson. New Edition. (*Harrap*. 5s. net.)
 The Captain of the Fifth. By E. J. Oxenham. (*Chambers*. 5s. net.)
 Only Pat: A Nairobi School-Girl. By M. Baldwin. (*Chambers*. 5s. net.)
 The New Girl at Pen-y-Gant. By D. Moore. (*Nisbet*. 4s. net.)
 A Fourth Form Rebel. By C. Chaundler. (*Nisbet*. 4s. net.)
 Nicky of the Lower Fourth. By E. Smith. (*Blackie*. 3s. 6d. net.)
 The Girls of the Veldt Farm. By M. Wynne. (*Pearson*. 3s. 6d. net.)
 Gerry Goes to School. By E. M. Brent-Dyer. (*Chambers*. 3s. 6d. net.)
 Meg of the Brownies. By M. S. Lane. (*Milford: Oxford University Press*. 2s. 6d. net.)
 Trixy and Her Trio. By L. E. Tiddeman. (*Jarrollds*. 2s. 6d. net.)
 The Fortunes of Joyce. By L. E. Tiddeman. (*Jarrollds*. 2s. 6d. net.)
 Angela Goes to School. By M. Wynne. (*Jarrollds*. 2s. 6d. net.)
 The Purple Rose: A Story of Italy in the Fifteenth Century. By A. Forrester. (*The Sheldon Press*. 2s. net.)

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- The History of Don Quixote de la Mancha: Based on Shelton's Translation of 1620. By Miguel de Cervantes. (*Constable*. 21s. net.)
 Stories from the Early World. By R. M. Fleming. (*Benn*. 15s. net.)
 The Scout. Volume XVII for 1922. Founded by Sir R. Baden-Powell. (*Pearson*. 10s. 6d.)
 Romances of the Wild. By H. M. Batten. (*Blackie*. 10s. 6d. net.)
 The Boy's Book of Science and Construction. By A. P. Morgan. (*Cape*. 9s. net.)
 The Dancing Fakir and Other Stories. By J. Eyton. (*Longmans, Green*. 7s. 6d. net.)
 Stories from the Russian Operas. By G. Davidson. (*Werner Laurie*. 7s. 6d. net.)
 Chatterbox, 1922. Founded by J. E. Clarke. (*Gardner & Darton*. 7s. 6d. net.)
 Winning His Name: A Romance of Stuart Days. By H. Strang. New Edition. (*Milford: Oxford University Press*. 6s. net.)
 The Harley First XV. By H. Cleaver. (*Milford: Oxford University Press*. 6s. net.)
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 Herbert Strang's Annual. 15th Year. (*Milford: Oxford University Press*. 5s. net.)

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 His Dog. By A. P. Terhune. (*Dent*. 4s. 6d. net.)
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GROUP TESTS OF INTELLIGENCE.

By E. I. NEWCOMB, M.A. (Columbia and Trinity College, Dublin), (late Assistant to Dr. Thorndike at Teachers' College, Columbia University, New York).

TESTING is a fascinating occupation. The taste for it grows with indulgence in it. It seems to satisfy an inborn craving, a form perhaps of the instinct of curiosity which is part of the mental make-up of robins, goats, cows, and most babies. Children tease animals, and one another, "to see what they will do," *i.e.* they test them. Most boys enjoy messing about with test-tubes. Dr. Ballard revels in hurling "absurdities" at all the school children he can get at, to test their intelligence. One is tempted to compose analogies after the manner of Mr. Burt and his American imitators:

boy is to test-tube as teacher is to ——— ?
teasing is to child as testing is to ——— ?

Moreover the testing process is satisfying not only to the tester, but also to the tested (or should it be "testee" ?). Not that school children, or any one else love examinations of the old type. Some do, the abnormalities at the far end of the normal curve of distribution. But a Binet test, given by a skilled and sympathetic psychologist, may win him the lasting affection of the child tested; and conundrums and anagrams and the host of mental puzzles that go by the name of pencil-and-paper games are enjoyed by every normal boy and girl. The present writer gave Mr. Cyril Burt's Reasoning Tests to a few twelve-year-olds in a public elementary school in New York, and found them extremely popular with both boys and girls. One little chap said: "I do like these questions; they sharpen my wits." It is hard to imagine a normal boy who would not enjoy most of the intelligence tests given in Dr. Ballard's latest book*. To take a few examples:

Explain the absurdity in the following:

There is a tree in America which is so tall that it takes two men and a boy to see the top.

An Irishman called one day at the post office and asked if there was a letter waiting for him. "What is your name?" asked the postmaster. "Sure," said the man, "you will find my name on the envelope."

Choose the best reason.

They let children travel by rail at half price because:

- (a) They never injure the carriages.
- (b) They take up less room.
- (c) They are dear little things.
- (d) They don't earn any money.

Common Sense.

If all bloaters are herrings, are all herrings bloaters?

How many great-grandmothers have you (never mind their being dead)?

Obedying Orders.

If Liverpool is in Scotland, write the word "Dublin"; but if it is in England, write the word "Scotland."

Write the last letter of the word in this extraordinary sentence that has more than twelve letters.

If, then, intelligence tests are so satisfying to man's original nature, why does the mere mention of them produce an unfavourable reaction in nine people out of ten? Frosty politeness alternates with unconcealed irritation. "The latest American fad, I believe." "Very useful, no doubt, for nations like America or Germany, but hardly congenial to English ideas." "What? The things that are said to prove that intelligence stops growing at sixteen? I'm sure that *mine* didn't." "If only these people would tell us what they *mean* by intelligence!" A recent correspondent of the *Daily News* is indignant with the "quackery" of the tests, because they take no account of the physical state of the child or of his "repressions"! One feels that this writer has come perilously near to

revealing his own repressions, and indeed all these reactions suggest typical complexes.

Dr. Ballard's book offers sane replies and explanations to opponents of the testing movement. The exclusive Britisher will find that he need not use American tests at all. There are home-made varieties in plenty, and the book tells where they can be procured. They are not even very new; one school has used them for nine years, and its record is worth quoting. "In a dreary quarter of a great city there stands one of the biggest elementary schools in England. To the girls' department a new head mistress was appointed in 1913. For the previous decade not a single scholarship had been gained at the school. The new head teacher had faith in mental tests, and classified her school according to the intelligence of the pupils. She had three currents of promotion, the speed of the current being determined by the intelligence quotient of the girls. The result was that during the next nine years as many as thirty-three scholarships were gained—scholarships that testify to at least two qualities on the part of the winners: natural intelligence and school attainments. Under the old classification the intelligence was there, but not the opportunity; the new classification brought the opportunity as well."

In an excellent chapter on the "Limits of Intelligence" Dr. Ballard brings so much evidence to bear upon this disputed point, and grants so much to his opponents, that a fair-minded reader is almost bound to agree with his thesis, that normally intelligence ceases to grow beyond the middle of the teens. He readily grants that the bulk of a man's knowledge and culture and taste is acquired later, and does not wholly reject Dr. Garnett's doctrine that voluntary attention is of the very essence of intelligence, and that this can be cultivated throughout life by daily strenuous discipline. But he sums up the facts as follows: "We may state generally that the growth of intelligence, which is rapid for the first few years, gradually slows down as the child gets older, that after twelve years of age the slowing-down is very marked, and that after sixteen further growth is inappreciable."

In the previous chapter entitled "What is Intelligence?" Dr. Ballard quotes the answers of many eminent men to this question. The simplest definitions as those of three English writers: "general ability," "inborn all-round mental efficiency," "applied thought." His own definition is too complicated to be happy: "Intelligence is the relative general efficiency of minds measured under similar conditions of knowledge, interest, and habituation." It is comforting to know that it does not very much matter whether we quite understand what intelligence is. The tests certainly measure *something*, and one day we shall know more accurately what it is. "There is nothing new in the idea of measuring a thing first and finding out what it is afterwards. We do not yet know what electricity is, but we are so sure that it can be measured that we pay our electric light bill without a protest."

Statisticians will like this book for its amazingly lucid explanation of Correlation and Probable Error. Teachers will revel in the multitude of tests and "stunts" which they can try out on their pupils. Perhaps the most useful part of all is the first paragraph of the preface, with its concise statement of the function of mental tests:

There is an old proverb which says that an ounce of mother wit is worth a pound of clergy, "wit" being the old English word for intelligence, and "clergy" the old English word for learning. And examiners have always been under the reproach of being unable to separate the wit from the clergy; they cannot tell us how much of a candidate's success at an examination is due to good brains and how much is due to good opportunities. It is the business of mental tests to extract the element of wit from the compound of wit and clergy. That they do their work imperfectly is readily admitted; but they are doing it better every day; and so important is the task that it is better to do it badly than not to do it at all.

* "Group Tests of Intelligence," by P. B. Ballard. Hodder & Stoughton. 6s. net.

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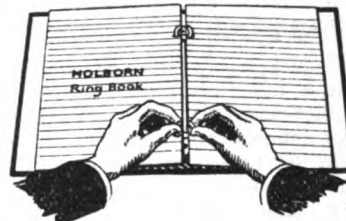
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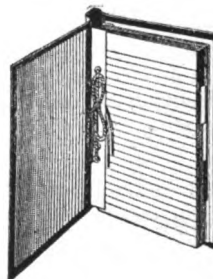
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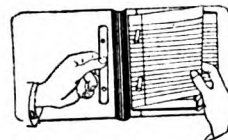
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PERSONAL PARAGRAPHS.

A WELCOME feature in the list of Dissolution Honours is the conferment of a knighthood upon Dr. Walford Davies, Chairman of the National Council of Music in Wales, and Professor of Music in the University College of Aberystwyth, in recognition of the conspicuous work he has done for music in Wales during the last few years. Dr. Richard Runciman Terry, Organist and Director of Music, Westminster Cathedral since 1901, is also honoured with a knighthood for his notable research work in early English manuscripts in music. Literature is represented in the list by the inclusion of the names of Sir Hall Caine and Sir E. Vincent Evans, who become Companions of Honour, and a tribute is paid to medicine in the C.B.E. (Order of the British Empire) conferred on Dr. Harvey Hilliard.

THREE teacher candidates have been successful in the recent elections, Mr. A. A. Somerville, Mr. C. W. Crook, and Mr. D. M. Cowan. Secondary school teachers throughout England and Wales will welcome especially the election of Mr. Somerville, senior master and head of the Army Class at Eton College. Mr. Somerville has been for many years a prominent and popular member of the Incorporated Association of Assistant Masters in Secondary Schools, and has held the office of Chairman to the Association for three periods. He is a member of the Teachers' Registration Council, and possesses an intimate knowledge of education and the profession. Mr. C. W. Crook is a past president of the National Union of Teachers, head master of the Wood Green Central Secondary School, and a Senator of the University of London. Both Mr. Somerville and Mr. Crook intend to resign their scholastic appointments and devote themselves to Parliamentary duties. Mr. D. M. Cowan was formerly head master of North Kelvinside Higher Grade School, Glasgow, and he has represented the Scottish Universities in the House since 1918. The defeat of Major E. Gray at Accrington is a serious loss. He always obtained a good hearing when he spoke, and was regarded as representing the teachers' point of view with authority and reason.

DEEP regret is expressed throughout the teaching profession at the resignation of Sir Michael Sadler from his office as Chairman of the Teachers' Registration Council owing to an increasing pressure of work. He has held office since 1915, and during that time the number of teachers on the register has risen from 5,000 to about 75,000. Sir Michael Sadler possesses an intimate world knowledge of education, and this combined with his broad outlook and democratic spirit made him an ideal chairman. His services to the Council have been invaluable, and an appreciation of his work, inscribed on vellum, has been presented to him at a luncheon given in his honour by the members of the Council.

PROF. JOHN M. MANLY, Professor and Head of the Department of English in the University of Chicago, and General Editor of "Modern Philology" has been elected to succeed Prof. W. P. Ker as President of the Modern Humanities Research Association for the year 1922-3.

MANY generations of Old Etonians throughout the Empire will hear with regret of the death of Mrs. Warre, widow of the late Dr. Edmund Warre, formerly Head Master and afterwards Provost of Eton, in her eighty-third year. She was a grandchild of Sir Charles Wair Malet, who had a distinguished career in the East India Company. Her marriage to Dr. Warre was the fourth wedding which had taken place between members of the Malet and Warre families during a period of five hundred years.

DR. TERRY THOMAS of Haileybury College, is to succeed the Rev. I. E. Wynne-Edwards as head master of Leeds Grammar School. Dr. Thomas, who is only thirty years of age, has been head of the military and engineering side at Haileybury since 1915. He went to St. John's College, Cambridge, from Cardiff University, and obtained First Class Honours Nat. Science Tripos, Second Class, Part I Maths. Tripos, and Third Class Part II Law Tripos. He is also a B.Sc. of London and Wales.

MR. CHARLES HENRY ASHDOWN, who died on October 16th last, was for many years a member of the staff of St. Albans Grammar School, and the author of many works of antiquarian interest. He wrote the libretti and lyrics of the St. Albans, Hertford and Westcliff historical pageants, and only recently completed a history of the Worshipful Company of Glaziers of the City of London. An authority on medieval fortresses and armour, and on antiquarian subjects generally, he was an official lecturer of the Selborne Society, and for many years Hon. Secretary of the Hertfordshire Architectural and Archaeological Society.

PROF. F. SODDY and Dr. F. W. Aston have brought welcome distinction to the Universities of Oxford and Cambridge respectively, in obtaining the Nobel Prizes for Chemistry. Dr. Soddy is awarded the 1921 prize for his contribution to the knowledge of chemistry of radioactive elements, and his researches into isotopes. Dr. Aston, who is Research Fellow of Trinity College, Cambridge, receives the 1922 prize mainly in recognition of his analysis of chemical elements by means of the "mass-spectrograph."

MR. J. W. LEWIS has been appointed an assistant inspector of schools in the Welsh Department by the President of the Board of Education. Mr. Lewis, who is a Welsh-speaking Welshman, obtained his degree of B.Sc. at the University of Wales. Until recently he was senior mathematical master at Tottenham Grammar School, and previously he saw service in schools in Wales.

THE Delegates of the Oxford University Press have appointed Mr. Kenneth Sisam, B.Litt., to the post of Junior Assistant Secretary. Mr. Sisam matriculated at Merton College in 1910, as a Rhodes Scholar from New Zealand. He took the degree of Bachelor of Letters in 1915, whilst acting as assistant to the late Prof. Napier. Precluded by ill health from active service in the war, he served under the Ministry of Food, and was quickly promoted to the important and onerous post of Director of Bacon Contracts. He has recently edited an anthology of "Fourteenth-Century Prose and Verse" in the Oxford series, edited by Mr. D. Nichol Smith.

MR. C. S. GARLAND, who headed the poll in the Parliamentary election at South Islington, is a chemical engineer by profession, and an associate of the Royal College of Science.

ONLOOKER.

LOCAL EDUCATION AUTHORITIES.

The Elementary Education Committee reported to a recent meeting of the Committee that they had interviewed deputations from the National Union of Women Teachers and the London Teachers' Association, urging them to recommend the Council to reconsider their decision to employ as an experiment 100 Infants' Assistants for children under the compulsory school age. Resolutions and numerous communications from different bodies were reported. The North St. Pancras Liberal and Radical Association deplores the intention of the London County Council to introduce imperfectly trained persons into the schools for the teaching of the younger infants, regarding such a step

(Continued on page 766.)

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as: (i.) a shabby and indefensible device to undercut salaries; (ii.) an injustice to trained and qualified students who are unemployed; and above all as (iii.) a serious wrong to the children, at the beginning of their lives, a wrong which in many cases must be irreparable. A motion to recommend the Council not to act further upon the resolution authorizing the employment of Infant Assistants was lost.

The Councils' grant to aided Secondary Schools for 1922-3 amounts to £325,535 compared with £353,864 in the previous session. The difference is due partly to the reduction in the teaching staff

but mainly to the increase in average annual tuition fees for all pupils which came into force at the beginning of the year. Under the regulations of the Board of Education, a sum of approximately £14,000 will be deducted from the Council's deficiency grant in respect of maintenance grants paid to Secondary Schools. The Education Committee points out, however, that the Board's total contribution in aid of the schools, having regard to the substantive grants which are paid direct, will be not less than 50 per cent of the total contributions from public funds.

Discussing Lord Chelmsford's recommendations for the future administration of the Choice of Employment Act, 1919, to give effect to which the legislation will be required, the Education Committee

is unable to recommend the Council to exercise their full powers. On the other hand, it is strongly of opinion that the work should not be handed over to the Ministry of Labour and they think that so far as London is concerned, there is every reason why the present arrangement should be retained. The present arrangement is to rely upon the machinery and workers instituted for the general work of the Child Welfare and After-Care. It is pointed out that effective after-care work is admittedly difficult, but more than ever necessary as continued day-time education is at present impracticable. The present revised scheme was launched during the war and has survived seven very difficult years. It has established the usefulness of the after-care conference, and has failed to cover the ground completely in supervision work only from want of workers. If the staffing difficulties which it is understood the Ministry of Labour are experiencing on account of the uncertainty at present prevailing can be overcome, experience shows that this scheme can be worked successfully. The introduction of a new and untried system at this juncture would be peculiarly unfortunate, when so much in different directions is being asked of those upholding the system of voluntary service. The Education Committee has decided to ask the Board of Education to exempt London from the operation of their decisions.

The Warwickshire Education Committee states that during the last few months School Attendance Officers have undertaken the collection of fees due for operative treatment of enlarged tonsils and adenoids. It is found that this work not only takes up a great deal of the time of the Officers, but also owing to disputes tends to weaken their position in dealing with parents. Out of 366 cases they were, in spite of great efforts, only able to collect the fees in 73 cases and the Committee believe that it will be very difficult for any one to do better. It is proposed that in future the fees should be paid before the operation and that where the parent declines to pay the fee the Committee should not undertake remedial treatment.

Referring to their decisions earlier in the year to terminate the appointment of as many married women as could be dispensed with, the Education Committee of the Staffordshire County Council states that notice has been given to 69 married women with the result that there are now no unmarried teachers belonging to the county who are out of employment. All married women teachers have been informed that this policy will be continued as circumstances require.

For determining which children attending public elementary and other schools in the area are qualified by attainment for admission to Secondary Schools, the Plymouth Education Committee has adopted a well considered scheme. Two examinations are held: a preliminary test for all children who fulfil the age conditions and have reached a reasonable standard of proficiency in the elementary school and a final qualifying examination. For the preliminary test 3,422 pupils were presented and 1,664 passed. In the final examination 708 pupils were successful. The number of pupils actually entering the Secondary Schools was 612, 511 free scholars and 101 fee-paying.

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SUPPLEMENTARY AIDS TO CLASSROOM WORK

XII.

RELIGIOUS KNOWLEDGE.

By CANON G. H. BOX, D.D., Professor of Hebrew and Old Testament Exegesis, King's College, London.

IT is widely felt at the present time by an increasingly large number of teachers, that the whole question of the religious instruction given in the schools needs reconsideration. It is recognized that drastic changes are required, both in method and scope, if a system which shall be in harmony with modern knowledge and modern points of view is to be attained. Unreality here is utterly fatal, and any system of instruction which is out of touch with the life and outlook of the modern world, which fails to grip the interest and intelligence of the children, is thereby condemned. And yet the failure of the old system is palpable.

This fact was brought home vividly to the present writer when, some few months ago, it fell to his lot to take a class of non-theological students at King's College, drawn from the faculties of arts, science, medicine, and engineering, and numbering about 120 men between the ages of twenty and twenty-five, in a course of instruction in the Old Testament. The course consisted of a weekly lecture for two terms, and aimed at presenting the Old Testament as a record of progressive revelation, developing from the crude beginnings, and culminating in the work of the great prophetic teachers of Israel. The history was presented as reflecting the divine discipline of the race, as illustrated more particularly in the history of Israel. The results of modern criticism were stated not negatively so much as constructively, and full stress was laid on

the prophetic religion as the heart of the Old Testament, and as the real preparation for the work of Christ.

Apparently this point of view was entirely novel to the great majority of those who attended the course, and obviously enlisted their deep interest. One student remarked at the conclusion that the Old Testament had hitherto possessed for him no meaning—it had failed to touch or influence any living interest; he had not exactly rejected it, but it had ceased to count in his scheme of values. Now, however, it wore a different aspect. In the light of the new way of presenting the facts its development became full of interest. The record of progressive revelation became, in fact, a fascinating history of the Divine education of the race through Israel, leading on to the climax presented in the Gospels and the inauguration of the new order of things in the foundation of the Christian Church.

Now it is obvious that these men were suffering from the effects of a system—or lack of system—in religious instruction, which had failed in the most vital point; it had been entirely impotent to enlist the interest or appeal to the intelligence of those who were supposed to benefit from it. The peril of such a state of things is obvious, and has been widely recognized. Many teachers, including some occupying very important positions, are fully alive to the necessity of drastic changes, and efforts are being made, as will be pointed out below, to effect real improvement. But the problem is vast, and the arrears to be overtaken are enormous. A solution can only be reached through the elementary schools, though, of course, much important, and indeed invaluable and indispensable, work can be accomplished elsewhere. In the discussion that follows it will, perhaps, be convenient if we consider the question under the following heads: (a) The teaching of the Bible as the basis of religious instruction; (b) The equipment of the Teacher; and (c) The question of the curriculum. The subject of "supplementary aids" can best be distributed in the remarks that are made under these separate headings.

(a) THE TEACHING OF THE BIBLE AS THE BASIS OF RELIGIOUS INSTRUCTION.

Religious instruction is a means to an end; its aim is, or should be, the discipline and the building up of character. If it is regarded as exclusively concerned with the imparting of knowledge—the setting forth of mere facts about history, geography, custom, and so on—it will miss what ought to be its main purpose and function. On the other hand, if it succeeds in its main purpose, as it will succeed in the hands of the right kind of teacher with the proper equipment, its influence will radiate all through the school-life; it will create an atmosphere which will be palpable in all the activities of the school, and will make its presence unmistakably felt in numberless ways.

Where possible it is very desirable that the purely religious instruction should be supplemented by (or should include) simple prayers and hymns, and it will be found a real help if, in addition, some study of modern missionary work can be attempted. The literature available for this purpose is both popular and abundant, and, if properly used, can be made an invaluable means of stimulating the interest of the children, and of illustrating the power of "applied" religion. In Church schools all these aids can be used together with the definite instruction based upon the Book of Common Prayer, and especially the Catechism.

But, after all, the fundamental basis of all religious instruction in English schools of all types is, and must remain, the English Bible. The elements of worship just referred to are enshrined in the pages of the Bible itself. In the Psalter we have the noblest of all Prayer and Hymn-Books—the great liturgical collection which was created by, and reflects the piety of, the post-exilic Jewish Church. And within the Bible, also, are to be found some of the

most thrilling stories of missionary work. It is an enormous advantage to have as a text-book, which is practically available and accessible to every man, woman, and child who can read, such a noble monument of English as our English Bible. But the book needs to be interpreted, if its religious and moral value is to be made clear and cogent. And it is just here that the problem of intelligent teaching is so urgent.

A few general remarks on the scope of such teaching will, perhaps, make evident what should be aimed at. The general objective can, at least, be made clear. The purpose that should govern the scheme of Bible teaching should be to lead up to some intelligent apprehension of the prophetic literature as the culmination of the Old Testament, and the direct preparation for the Gospel in the New Testament. The study of the Bible on these lines ought not to be attempted till the child has some sense of what is meant by history and development. This means that a graduated course indicating the progressive character of the revelation ought not to be attempted with children under the age of nine or ten years. Before this age attention should be mainly concentrated upon the New Testament—the Gospel stories and Teaching of Christ. A certain amount of attention could, of course, be given, even in this stage, to some Old Testament elements. Some of the Old Testament stories could be taught with advantage, only great care should be taken in the selection. For instance, the story of creation should not be taught, in the present writer's opinion, till the child can understand the difference between a purely historical narrative, and a story thrown into narrative form in order to clothe an idea—in other words between a fact and a symbol. Perhaps the best method for introducing a child to the knowledge of such a distinction will be through the teaching of the New Testament parables, though it must be remembered that many of the Parables are transcripts from actual life, and depict incidents which might easily be "historical" in the strict sense of the term.

Such a course as is contemplated for older children, between the ages, say, of ten and fourteen, would include a certain amount of history, both in Old and New Testament, but this should be taught in such a way as to illustrate the religious development. The emphasis should be laid on the latter.

In the case of the Old Testament the history should begin at the true beginning—the birth of the Israelitish nation, *i.e.* the Exodus. The salient points should be dwelt upon—the Exodus, the career of Moses, the conquest of Canaan, a general view of the period of unorganized national life under the "Judges," the Philistine oppression, the birth of the monarchy (Saul and David), the disruption under Solomon, a general view of the Northern Kingdom (with a glance at the reigns of Ahab and Jeroboam II), the last days of the Northern Kingdom down to the Fall of Samaria. In this connexion the rise of the prophetic movement should be dwelt upon ("Is Saul also among the prophets?"), the career of Elijah, and the advent of Amos and Hosea, with some simple lessons about their teaching.

The history could be continued, in the case of the Southern Kingdom, attention being rather fully directed to the eighth century and the rise of the Assyrian power. This might well be illustrated from Assyrian monuments, and so form a background for illuminating the career and teaching not only of Amos and Hosea, but also of Isaiah and Micah. The history of the seventh century brings us to the heathen reaction under Manasseh, the reign of Josiah, the Deuteronomic Reform (621 B.C.), the career of Jeremiah, and the last days of the Judean State culminating in the Fall of Jerusalem (586 B.C.). Then follows the exile, the activity of Ezekiel the prophet of reconstruction, the work of the "Great Unknown" prophet who wrote Isaiah xl-lv., the so-called "Return"

(Haggai and Zechariah), the gradual reconstruction of the Jewish State in Palestine (Temple and community), the work of Nehemiah and Ezra, the codification of the Law in its final form, the Samaritan schism, the dawn of the Greek period (Alexander the Great), and later the Macbean crisis.

But all this should merely serve to bring out the significance and content of the Prophetic Teaching, and the achievements of the post-exilic Jewish Church. An invaluable aid for teachers in this connexion is Dr. Hamilton's great book "The People of God"* (1912). The supreme merit of this work is that it brings out clearly the importance of the prophetic teaching, and shows how it culminated in the New Testament. The course of instruction here suggested might include, in its last year, some introduction to such matters as the documentary theory of the composition of the Pentateuch, the Canon and formation of the Bible, synoptic criticism in outline, and a sketch of the period "between the Testaments" (an excellent outline under this title is published by A. and C. Black at rs. by Grant), which would be invaluable for linking up the Old Testament with the New.

But the Bible is also a collection of great literature—it enshrines some of the greatest literature of the world, judged purely as literature. In our noble English version it has become interwoven with the finest products of our own national literature. Even the poems of a Swinburne are saturated with Biblical phraseology. The Bible has, indeed, become a sort of people's book, and is one of the most potent instruments of popular culture. As such it might well be used as a text-book for literature lessons (outside the Religious Instruction hour) as recommended in the Report on "The Teaching of English." This would be a "supplementary aid" of the highest possible value. For such a purpose the various books of Dr. Richard G. Moulton will be found invaluable, and especially his "Modern Reader's Bible"† for schools, which ought to be in the hands of every head-teacher. For the New Testament such books as Sanday's "Outlines of the Life of Christ," or Stalker's "Life of Christ" and "Life of St. Paul," as well as the excellent commentaries that exist in abundance, may be suggested.

(b) THE EQUIPMENT OF THE TEACHER.

What has been sketched in outline above suggests the question, "What equipment is required for the teacher?" It is obvious that everything depends, and must depend, upon a supply of keen and well-equipped teachers being available. It is very desirable that teachers should be stimulated to take up a definite course of study, planned on modern lines, which would make them familiar, to some extent, with the rich and varied achievements of modern Biblical scholarship. It will open up a new and fascinating world—a world full of new discoveries in archaeology and literature, equivalent to nothing less than the re-discovery and reconstruction of a vanished past. It is notorious that many teachers are not particularly interested in the Religious Teaching side of school instruction. The subject seems to them to be dull and unreal—it is out of any vital connexion with life, and the everyday problems of life. This is the nemesis that has overtaken a system which is antiquated and outgrown. It is certain that these teachers are as deeply interested as other people in moral questions and problems; it is the system of teaching that is wrong, and unless the teaching of the Bible can be rescued from the paralysing effects of the dead hand of the past this drift into apathy and indifference is bound to spread and produce even worse results.

The teachers who realize what is wrong—and they are growing in numbers—will be anxious to equip themselves with the new knowledge. By doing so they will render

inestimable service to the cause of true education, and to their own best interests. One of the best methods is the organization of vacation schools. These have already been tried with excellent results, on a small scale. Some years ago a school of this sort for teachers, primarily, who were engaged in elementary school teaching, was held, several years in succession, at Claydon in Bucks. The teachers assembled after Easter, and stayed in the village for about a fortnight. A series of lectures was arranged, and the services of distinguished scholars were enlisted in the work. A real impetus was given to those who attended, the interest and enthusiasm aroused by the course being unmistakable. A vacation term for Biblical study is also regularly organized every year, and is still going on, which is held alternately in the Summer Vacation at Oxford and Cambridge. It is designed primarily for ladies—though a few men occasionally attend. It is largely attended by teachers, especially those engaged in secondary schools, and has justified itself by continued and well-merited success. Here, too, lectures have been regularly given by distinguished scholars on Biblical and religious subjects.* It may be remarked, in passing, that the subject of religious instruction has been dealt with in girls' schools of the secondary and high-school type much more efficiently and boldly than, perhaps, in any other type of school. Headmistresses have in several cases appointed assistants to the staff who have had the advantage of a thorough training in Divinity, some of them holding the London degree (B.D.), others the Lambeth Diploma, others again with both qualifications. With an expert of this kind on the staff the whole system of religious instruction can be placed upon a proper basis.

But it is the mass of teachers, who cannot be expected to qualify in this special way, but whose interest in religious instruction is very real, with whom the hope of real reform lies. It is quite possible for them to equip themselves with some valuable knowledge by private study. There is an abundance of popular handbooks. Here are a few practical suggestions. Let a beginning be made with such a book as Martin's "The Meaning of the Old Testament" (Student's Christian Movement, S.C.M., 2s. 6d.). Then let the history and religious development be studied in Ottley's two books, "The History of the Hebrews" and "The Religion of Israel" (Cambridge Press). Next let Ottley's little book on "The Hebrew Prophets" (Oxford Church Text-Book Series, Rivingtons, 2s. 6d.) be read, and G. A. Smith's two volumes on "The Book of the Twelve Prophets" (Hodder and Stoughton), and lastly Robertson Smith's "The Prophets of Israel." Such a course would be an excellent introduction to the subject, which might be followed up by Nairne's two delightful volumes "The Faith of the Old Testament" and "The Faith of the New Testament." For the New Testament, besides Stalker's books already referred to, Glover's "The Jesus of History" (S.C.M.) is invaluable. A good Dictionary of the Bible, such as Hastings's one volume Dictionary of the Bible (T. and T. Clark) would be an enormous help.

Finally it may be suggested that some good maps of Palestine and the Ancient East in the classroom would assist both teachers and pupils. The help of the Palestine Exploration Fund (Office, 2 Hinde Street, London, W.) might be appealed to, in this connexion, as also for Lantern Lectures on the Holy Land, which they can sometimes arrange. All teachers would find G. A. Smith's "Historical Geography of the Holy Land" (Hodder & Stoughton) of great interest and value.

(c) THE QUESTION OF THE CURRICULUM.

I fear I have left very little space for the discussion of this difficult problem. I must confine myself to calling attention to some excellent syllabuses, of a comprehensive character, which have recently been produced. These

* 'Oxford Press' :—The conclusions are stated more briefly in a smaller work by the same author 'Discovery and Revelation.'
† 2 Vols. (Macmillan).

* In this connexion attention may be called to the admirable work that is being done by the 'Church Tutorial Classes' (Secretary, Rev. S. Fort, The Rectory, Macaulay Road, Clapham Common, London, S.W.)

syllabuses are primarily concerned with religious instruction in elementary schools. A very interesting and valuable syllabus, recently issued in a new edition, is the "Winchester Syllabus of Religious Instruction" (published by Warren and Co., Winchester, 1s. 2d. post free). This is intended for use in Church schools, and contains some excellent suggestions on such subjects as Prayers in School (with forms), the use of Hymns (with detailed lists), and memorizing. It includes a carefully graduated course of instruction for the whole school life, and carefully selected lists of books. Another remarkably good syllabus (for Church schools) is that adopted in the Manchester Diocese. This is printed as an Appendix to a valuable book on "The Child's Knowledge of God," by the Rev. T. Grigg-Smith (Macmillan, 7s. 6d.). This is full of good things, which we have no room to discuss here. But attention may be called to the suggestions about Infants' Classes.

The use of pictures is strongly urged for such classes (Nelson's Wall Pictures are recommended). In this connexion we should like to call attention to a sumptuous volume, well suited for this purpose, entitled "The Friend of Little Children" (the story of Christ's life told for children), by J. Sinclair Stevenson. This volume, which is rather expensive (21s., published by Basil Blackwell, Oxford), is beautifully illustrated with twelve coloured prints by Hole, and a large number of drawings. Carey Bonner's "Child Songs" is also recommended, and for expression work, "Models and how to make them" (Church of England Sunday School Institute, 2s. 6d.). But perhaps the most important work in this department is Mr. G. B. Ayre's "Suggestions for a Syllabus in Religious Teaching" (S.C.M., 4s. net), which has appeared this year. The suggestions are graded according to the school years. The general truth illustrated is the Fatherhood of God—as revealed in His care for His children (Year I), in the lives of His servants (Year II), in Jesus Christ (Year III), in an earthly brotherhood (Year IV); Years V—VII are devoted to the History of the Hebrews, carried down through the "inter-Testament period" to the New Testament, the growth of the Gospels, and development of early Christianity, etc. An appendix contains stories to illustrate the ideas underlying the League of Nations. An excellent Bibliography is given at the end containing, among other things, a useful section on missionary literature. Finally, some books of general interest and value for Bible study may be mentioned before this article is concluded. "The Prophets of the Old Testament and their Message," by Canon Storr (S.P.C.K.) is admirable for class teaching. The one-volume commentary on the Bible by Dummelow has been found very useful, and the more critical one-volume commentary on the whole Bible, edited by Prof. Peake, may be strongly recommended (Jack, 12s. 6d.). The "Historical Bible," edited by C. F. Kent, in six volumes (Hodder and Stoughton) is quite admirable; and there has just appeared an edition of Dr. Moffatt's "Translation of the New Testament into modern English," printed with the A.V. in parallel pages. Nothing could be more helpful and illuminating.

One last remark. Some teachers already realize what an excellent objective and stimulus for intelligent Bible-study in the schools is provided in the scheme of subjects prescribed for Religious Knowledge in the General School Examination of the University of London. This has recently been revised and greatly improved. The number of candidates taking this subject has substantially increased within the last four years; but there is still room for considerable expansion, and it is much to be hoped that a larger number of schools will make "Religious Knowledge" one of the subjects taken for the General Examination.

THE Civic Education League, Leplay House, 65 Belgrave Road, S.W. 1, has organized a number of group correspondence courses dealing with subjects philosophical, scientific, literary, historical, biblical, musical, &c.

UNIVERSITIES AND SCHOOLS.

ENGLAND.

The Universities have been in the throes of the Parliamentary elections during the past month. No catastrophic changes of representation have to be recorded. At Oxford, Lord Hugh Cecil and Sir Charles Oman are again returned. The third candidate, Prof. Gilbert Murray, did well, securing second place on first preferences, under the proportional representation system. He was defeated by the transferred votes. At Cambridge, under the same system of voting, Mr. Butler, standing as an Independent, friendly to the position of women in the University, was able to secure election as colleague to Mr. Rawlinson. Sir Sydney Russell-Wells (Conservative) was elected at London by a handsome majority, his poll exceeding the combined polls of his two opponents, Prof. Pollard (Liberal) and Mr. H. G. Wells (Labour). No change of representation occurred for the combined English Universities, Sir Martin Conway and Mr. Fisher being again returned; but Prof. John Strong, supported largely by teachers, put up a very good fight, and at one stage of the counting appeared to have a good chance of election. In this constituency Manchester University provides much the largest contingent of voters. For Wales Mr. T. A. Lewis was returned by a small majority. It is now possible to see the effect of the revised system of University representation introduced in 1918. Whereas under the old dispensation, all the representatives were Conservatives, there are now two members, Mr. Fisher and Mr. Butler, of the opposite party. The Labour Party appears to have made no progress, Mr. Wells's poll at London being distinctly less than Prof. Sidney Webb's in 1918; but it must be remembered that in 1918 there was no Liberal candidate. The representatives for the English and Welsh Universities, now numbering eight, should form a formidable element in the House of Commons with its reduced membership (due to the establishment of the Irish Free State) and the small Government majority.

Mr. Fisher's ingenuous admission in his speech at Manchester that his only failure as Minister of Education was the "reform" of the University of London, must not be allowed to pass unnoticed. The term "reform" seems a little harsh, and we should have preferred "re-constitution"; for the University, whatever its faults may be, has worked with industry and some success under the constitution given to it by Parliament some twenty years ago, and in the inadequate premises provided by the Government under a much older obligation. Mr. Fisher has done a great service to the cause of higher education in London by inducing the Government to provide the new site in Bloomsbury for the University. If he has actually drafted the scheme of "reform" which he tells us he "had in view," it should be published without delay, for his informed and sympathetic mind may have found the ideal solution which evaded the combined wits of the Royal Commission presided over by Lord Haldane. Mr. Fisher's *peccari* helps to define the position of the Government to which he belonged, but things cannot remain indefinitely as they are.

The memorial to the distinguished chemist, Sir William Ramsay, has been unveiled by the Duke of York in Westminster Abbey. The result of the appeal issued in 1917 reflects the greatest credit on all concerned, the sum of £57,645 having been raised in cash. In addition a number of research Fellowships have been instituted by various Dominion and foreign governments. The scheme should bring to this country a number of brilliant young men of science, a valuable accession in any case, and a stimulus to the provision of adequate research facilities. Ramsay Fellows are already at work at London, Oxford, Cambridge, Glasgow, and Liverpool.

The University of Leeds has enrolled 1,535 full-time students this year, the decrease of about 100 compared with last year being due to the falling off in the number of Service students.

The staff of the University has lost valued members in Profs. Goodman and Kendall, whose Chairs have been filled by Dr. W. T. David, of Cardiff, and by Dr. Albert Gilligan. Prof. Lascelles Abercrombie, from Liverpool, succeeds Prof. G. S. Gordon in the English department, and Mr. A. Hamilton Thompson becomes Reader in Medieval History. The generous benefaction of £20,000 from Sir Edward Brotherton has been

devoted to Pathology and Bacteriology; Dr. J. W. McLeod has been appointed to the new Chair. A full series of public lectures on art, science, music, and literature, will be given in the winter months, under arrangements made jointly with the Leeds Philosophical and Literary Society.

Principal H. J. W. Hetherington's annual report on University College, Exeter, describes the steps which are being taken for the establishment of a South-Western University. The inclusion of the

College in the Treasury list for grants marks a distinct advance of status. Several valuable benefactions have been received, including £1,000 from Lord Hambleden, £2,000 for scholarships from the late Mr. Andrew Simms, £8,000 in stock from Sir Henry Lopes, and a mansion house and eleven acres at Streat-ham Hall from Mr. W. H. Reed. The governors have purchased 100 acres of land adjoining the Hall, and the new site is to be prepared for occupation at an early date. The Devon County Council has agreed to increase its annual subvention to the College from £4,000 to £5,000.

SCOTLAND.

Throughout the past year, the Historical Association of Scotland, which numbers among its leaders all the outstanding teachers of history in the universities, has been exceedingly active in pushing the claims of the subject. It has sent deputations to address a number of the larger Education Authorities and has followed up interviews of this kind with circulars on the necessity of history in the training of citizens. It has also interviewed Dr. MacDonald, the Secretary of the Education Department, himself a historian of note, and put before him the case for greater provision of facilities for the study of history in the schools of Scotland. Everywhere the burden of their argument has been the same. History is a subject of supreme importance in a modern community, but though that is generally admitted the time given to its study in the schools is totally inadequate and in a large number of cases the teachers of the subject are quite inadequately trained for their task. The Education Department, evidently trying to meet the Association half-way has recently announced that in 1925 the Higher Paper in the Leaving Certificate Examination (which is only taken in a few schools by a small number of pupils) will be discontinued, and the examination in Higher English will be modified to include questions on History. But most of the historians are as little satisfied with the new arrangement as with the old. Though it makes history practically a universal study among the older pupils it not only subordinates it to English, but commits the teaching of it in most schools to teachers who are specialists in English and not in History. In this way the place of the History specialist on the secondary school staffs has become less secure, and there is considerable risk that a proposal evidently meant to help History may have the opposite effect. The whole situation is rather puzzling. In the actual working of the schools it is difficult to make time for History as an independent study on the level of the accepted subjects without prejudicing the teaching either of English or of the languages. The advocates of history seem generally to want room made for their subject at the expense of English—which brings them up against a great body of opinion in favour of the continuous study of English by all pupils throughout the secondary course. A better opening for the advance they desire would be secured by the discontinuance of foreign languages, ancient or modern, after the Intermediate Examination, on the part of the very considerable number of pupils who will never in later life make any use of the languages. A Leaving Certificate with History and Geography made important would give a better cultural basis than most of the groupings which are popular at present. The studies of the secondary school are still too pretentious and too remote from life. Such a recognition of history might fit these schools better for the training of ordinary boys and girls who do not go to the University.

The uncontested return of Mr. D. M. Cowan, the Parliamentary Secretary of the Educational Institute, as one of the M.P.s for the Scottish Universities, has given general satisfaction to all Scots who have followed his career in the last Parliament. Even those who remain dubious about the direct representation of teachers at Westminster, are ready to admit that in the many questions on educational policy which have arisen since 1918, Mr. Cowan's expert knowledge, combined as it is with a high degree of practical wisdom, has been of the greatest value to Scottish education. The only people who have ever expressed

themselves dissatisfied were a few members of the Institute Council who wanted him pledge-bound to take his orders on all educational questions from the Council. The matter came up for discussion at a recent meeting, but Mr. Cowan found no difficulty in convincing the reasonable majority that his influence in the House of Commons would disappear if it were known that he was a mere delegate. The minority very wisely accepted the verdict, and later joined in the unanimous finding to support Mr. Cowan in his candidature in the event of a contest.

The Report of the special Committee appointed by the Central Executive of the National Committee to go into the much debated question of Training College instruction ought to have been of great value. The Committee conferred with Inspectors, Directors of Education, and Institute representatives, and invited opinions by questionnaire from teachers of every type as well as from students recently in training. In spite of all this bustle of consultation the recommendations of the Committee consist of vague, unhelpful generalities which never come within sight of the real problems. There is only one new suggestion. One of the constant criticisms of teachers on the products of the Colleges is that they come to their work without experience in personal control of a class. The committee proposes that there should be a month's probationary teaching by candidates for admission to training—that is an old idea—and that at the end of their two years' course there should be a longer period of probation on half pay in actual and responsible teaching under normal circumstances in selected schools situated in the student's home area. The sting of the plan is in the half-pay idea; as if the young teacher entering the profession were not already on half-pay in consequence of the ordinary operation of the scales! The fact of the matter is that any discussion of curricula which fails to recognize that two years is too short a period into which to cram all that a student in training ought to learn is bound to be futile. The curse of the present system is the multitude of subjects. The obvious way of escape would be to extend the course to three years, as could easily be done at the present time when students are more plentiful than jobs. If the National Committee (or the Education Department?) is not prepared to face that long overdue reform it would be better to scrap some of the present subjects in order that those left in should be properly taught. Some of the culture subjects, for example, might profitably be omitted in view of the fact that the students have all been in attendance at secondary schools and come to the college better equipped than their predecessors for whom the curricula in use were originally designed. And the teaching of Logic and Ethics, which would be right and proper if there were plenty of time and if the teachers of these subjects could put them into relation to school work might be entrusted to the lecturers on method and educational theory.

The formal opening of the new Training College for teachers at Jordanhill, by the Right Rev. Dr. Smith, Moderator of the established Church and Chairman of the Glasgow Provincial Committee, marks the completion of a great scheme. When the training colleges passed from the hands of the Churches into the charge of the Provincial Committees fifteen years ago, all four Committees realized the necessity for new buildings to house the ever increasing number of students in training. It is rather an unhappy circumstance that now that the last of the new Colleges is ready, a dearth of students should make the plans for fine colleges seem grandiose. The buildings in Glasgow were erected on generous lines for 1,200 students, and are said to be the finest and most extensive of their kind in Great Britain, if not in the world. But with only 800 students in attendance and a spirit of economy abroad they give the impression of unthriftiness, which only a return to more normal times and larger needs will dispel. Scotland certainly requires the 1,200 students—and more—if it is to maintain its proud traditions in education.

Evidently satisfied with the great success of Sir James Barrie in the Rectorship of the University, the students of St. Andrews University have now chosen Rudyard Kipling as his successor. The candidates were Mr. Lowther (now Viscount Ullswater), the late Speaker of the House of Commons, and Mr. Kipling, and the election of Mr. Kipling may be regarded as the triumph of the non-political over the political interest. With the other universities still making the triennial struggle for the Rectorship a political event, it is not a bad thing that one University should take advantage of the ancient office to associate with itself men of distinction in other spheres than politics.

The Revision of Training College Curricula.

The Teaching of History in Scotland.

The New Training College at Glasgow.

The Scottish Teachers' M.P.

WALES.

The half-yearly meeting of this Association was held at Shrewsbury on October 28 and 29, with Mr. E. D. Jones, M.A., of Barmouth School, in the chair. Several interesting discussions on questions of internal organization and school policy took place. The regulations of the Board of Education for the year 1923 were also carefully considered and, among other resolutions bearing upon them, it was resolved that the Association, while welcoming the regulation requiring an earlier age for admission, regards the adoption of a uniform age for urban and for rural schools as calculated to militate against the best interests of education in Wales. The time table for the July Examination of the Central Welsh Board was subjected to a good deal of criticism and the Central Welsh Board was requested to do everything possible to minimize the present strain on the candidates. It was felt that to demand two papers of three hours each on the same day at the senior stage was unreasonable, and there was a consensus of opinion that it should be possible to confine the examination to the last two weeks of term. The Matriculation of the University of Wales has for some time been regarded as not altogether suitable as a test for candidates. The number of compulsory subjects is excessive; and the candidate is required to pass in six subjects, which is more than is demanded by any other University. A series of resolutions requesting the University to revise its regulations in order to bring them into conformity with the conditions under which School Certificate Examinations are now held were adopted. Mr. D. R. O. Prytherch, M.A., of Penygroes School, was elected President for 1923.

A very instructive and lucid paper on the Relationship of the Secondary Schools and the Training Colleges of Wales, was read at the same meeting by Principal D. R. Harris, of the Bangor Normal College.

This relationship is important because the number of students admitted to the Welsh Training Colleges every year is about five hundred, of whom the great majority came from Welsh Secondary Schools. Owing to the keenness of the competition for admission, it is now possible to exact a higher standard of attainment among these candidates than was formerly the case. What is required now is an improved type of secondary school pupil—a sixth form pupil whose attainments are at least well up to a Matriculation standard; though it is not so important that they fulfil Matriculation requirements with regard to subjects, as that a good standard of attainment in the subjects of the elementary school curriculum, namely, English Language and Literature, History, Geography, and Arithmetic should be guaranteed. The present system by which the Training Colleges insist on at least one year's teaching experience is not an unmixed advantage, because it involves a break in the pupil's studies at a time when intellectual interest needs every encouragement, and there is also the fact that very often this experience is obtained under conditions which are positively unhelpful and undesirable. It may therefore be questioned whether an additional year in a good secondary school, with the kind of discipline and responsibility which the sixth form of such a school provides, may not in the end prove of greater advantage than the present student teacher year does. Dealing with the subjects of the curriculum, Principal Harris pleaded for a higher standard of expression in English, but as to Welsh it may fairly be claimed that the Intermediate Schools and Training Colleges have rendered very great service to the cause of Welsh Education during the last twenty years by the encouragement they have given to the systematic study of Welsh Literature, Grammar, and Composition. The subjects of Music and Drawing on the other hand do not receive anything like the attention they deserve in the schools, and a strong plea was made for closer co-operation between the schools and the colleges as regards these essential subjects of the college curriculum. The training college for two-year students is, under present conditions, essential for the professional training of the teacher, and so the need for close co-operation between it and the secondary school is obvious. There is much to be said in favour of a plan of education and training which provides for such a prolongation of the school course as would lead to a Higher Certificate in the English subjects and afford an adequate training in Music and Drawing so as to leave the training college more time for an intensive period of professional training. Such a course might be followed by a period of probation after leaving college, extending for a period not exceeding two years, while experience of summer schools has shown that much might be done by a quinquennial term of post-collegiate training in re-kindling interest in the teacher's daily work.

The annual general meeting of the Court of Governors was held at the College on November 17, under the chairmanship of the President, Mr. F. W. Gilbertson. This College has only been in existence for two years, but has already made substantial and steady progress. During the last session a faculty of Arts was opened, and a training department for men and women established. In the faculty of Science there were 102 students and 36 in the faculty of Arts. Much progress has also been made with the provision of new premises, and the departments of Physics and Metallurgy are now completely equipped, while considerable progress has been made with the erection of a new chemical laboratory. When these laboratories are finished, the equipment of the College will be complete, except that of engineering which must unfortunately remain isolated on a different site. The Court once again has drawn attention to the urgent need for the establishment of a Chair of Philosophy, which the University Council has so far refused to sanction for financial reasons. The development of the College is handicapped on the Arts side until this omission is rectified. The College is, however, increasing in the manner which is best under present circumstances, namely, gradually. During the present session there are over 200 students, and in spite of the difficulties inherent in a young institution, there has been some research work done both in pure knowledge without direct application to industry, as well as in research work of value to local industries. This College has been exceptionally fortunate in having so many local benefactors who are willing to come to its support. A most valuable gift was made public at the meeting of the Court, for Mr. Roger Beck, an ex-director of Baldwin's, Ltd., has presented the College with six large houses in Gwydr Gardens, in close proximity to the College, which can easily be converted into hostels for the students. This generous donation has solved a very difficult problem for the College, situated as it is in an industrial town. The Coal Owners' Association of South Wales has also promised to contribute a sum of £1,000 per annum for five years for the development of engineering, for geological research in the coalfield, and for extra mural work in economics, History, and Literature in the anthracite district.

At the annual meeting of the Court of Governors, a slight decrease in the number of students was reported. There are 920 students in residence this session, which includes a large number of students, 95, who have returned for post-graduate studies. This is a very interesting feature of the work of the College. The Principal, in an instructive review of the work of the last year, commented on the high standard of the degrees in the University. The Colleges, under the terms laid down by the University Commission, have secured much greater individual freedom which they have, generally speaking, used in the direction of raising the standard of the initial degrees. This has been mainly rendered possible by the improvement in the quality of the candidates who enter after having passed the Higher Certificate Examination of the Central Welsh Board.

The number of students at the College is now 600, which is slightly less than in the previous session. The number of post-graduate students pursuing research work is, however, on the increase, and to meet their requirements it is proposed to push forward as quickly as possible a scheme for new laboratories. Principal Sir Harry Reichel also reported that the Quarrymen's Union has founded a lectureship worth £1,000 and 15 quarrymen attended the college for a continuous course of study. A sum of £1,000 has also been presented to the College for a series of lectures in Literature. This year, these will be delivered by Mr. Clutton Brock. The most interesting innovation in the College is the establishment of a faculty of Theology, which is intended to co-ordinate and supplement the work of the denominational colleges for the B.D. degree.

The number of students at the College during this session is 941, which is also a slight decrease as compared with the previous session. In the Annual Report much space was devoted to financial considerations. There is still a small deficit on the account, due chiefly to the recent increases in the salaries of the staff, and the appeal on behalf of the College has not been as successful as was anticipated, as only £80,000 has been received towards the sum of £250,000 which was required. The National School of Medicine during the first year of its work has been very successful, as there are about 200 students in the school, 23 of whom are fourth-year students. Interesting particulars were

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also given of the subsequent careers of the 200 ex-service men who attended the College.

We regret to learn that Mr. W. Lloyd Parry, B.A., Head Master of Mold County School, passed away very suddenly on October 25 in a Liverpool nursing home. Mr. Parry was 63 years of age. He had taken a very prominent share in all Welsh educational movements and was a man of sound judgment and tact. He was greatly respected by his colleagues, who elected him President and subsequently Honorary Treasurer of the Welsh County Schools Association. He founded the Alum School, Mold, which was afterwards converted into an Intermediate School in 1895.

FOREIGN AND DOMINION NOTES.

GERMANY.

The monkeys in the forest educate themselves by self-activity, and do no home lessons; why should our children be worse off than monkeys? A daily newspaper has lately unselfishly opened its columns to those who would relieve the young from all obligation to do work out of school. If the little dears have been in a classroom for five hours of the day, surely, it is argued, they might be left free for the other nineteen—when not eating or sleeping—to commune alone with nature, to visit the picture palaces, to study ornithology in birds' nests or social economy on the streets of our towns. Germany has not gone so far; on the contrary, since the long holidays the higher schools of Prussia have been working under an experimental *Konferenzordnung* which makes it one function of the teachers in conference *Richtlinien für die Verteilung der häuslichen Aufgaben und schriftlichen Klassenarbeiten aufzustellen*—to regulate the apportionment of home lessons and written class-work. In some parts of Germany it has become a crime for a teacher to flog a pupil; in no part, as we think, is it yet an offence to bid boy or girl do tasks out of school. With regard to England, teachers in general will hardly admit a tendency to overwork in either boys or girls—where there seems to be overwork it is usually found to be work done under unhealthy conditions. As to home lessons no universal law can be laid down, and the essential thing is that a child should be kept under *educative influences through practically all his waking hours*. The darning needle, the hockey stick, the cricket bat, the box of water-colours, the piano, the embroidery frame—they are instruments of education no less than the text-book and the map. It is as absurd to say that John may not learn a history lesson at home in the evening as to say that Joan may not play the violin in school during the day. And always we must remember that our children are *not* monkeys: and we must be earnest in grafting on the individual the experience of the race—a duty towards the young of which the simian world shows no consciousness.

Schiller mocked at those who would sell wisdom cheap and wrote as a bookseller's advertisement:—

“Nichts ist der Menschheit so wichtig, als ihre Bestimmung zu kennen:

Um zwölf Groschen Courant wird sie bei mir jetzt verkauft.”

Nowadays, what with high wages and dear material, it is

little indeed that men could learn about their destination for ten Groschen. Journals' in particular, are sorely distressed and the mortality among them is terrible. In August alone 144 perished, and hardly a day goes by without adding to the number of the dead. To our regret many educational journals stand in peril, and others, *Der freie Lehrer*, for example, are extinct. But the Saxon Lehrerverein has resolved to preserve *Schule und Elternhaus* at all costs, and in some cases there will be fusions of two or more organs of opinion. *Die Allgemeine Deutsche Lehrerzeitung* this quarter raises the postal price of Edition A from 32 Mk. to 120 Mk., and of Edition B from 48 Mk. to 180 Mk. The voice of German pedagogy in the past has been inspiring; it is sad that it should now find difficulty of utterance. A counterpart to the subsidence in German journalism is the accumulation in America of German printing paper, on which, it is stated, the whole of the Hearst press is printed. Is it all symbolic? Is Germany no longer to contribute ideas to the common stock but only to furnish the sheets on which ideas are circulated? It were a thing to be deplored if it were really to be feared.

(i.) For many English, as well as German, readers, Nietzsche has an unchanged fascination. The *Leipziger Lehrerzeitung* (*Literarische Beilage*, Oct., No. 17) publishes an article, “Neue Nietzsche-Bücher,” in which are noticed recent works on the Apostle of the Superman, highly commended among them being Ernst Bertram's “Versuch einer Mythologie” (Georg Bondi, Berlin).—

(ii.) Saxony is lamenting the death of Paul Barth, which took place on September 30th. A professor of philosophy and pedagogy in the University of Leipzig, and joint director of the Philosophisches Institut, he wrote a “Philosophie der Geschichte als Soziologie” and “Die Geschichte der Enziehung in soziologischer und gewissenschaftlicher Beleuchtung.” An advocate of the secular school (*Weltschule*), he hoped to see it developed as a nursery of the True, the Beautiful, and the Good.—(iii.) In a recent address at Berlin to a meeting of the German Volkspartei, Unterrichtsminister Dr. Boelitz announced that the draft of a new *Reichsschulgesetz* (Imperial School Law) would presently be laid before the Education Committee of the Reichstag. Should it not become law a Provisorium would be necessary.

FRANCE.

There are some in England who would exclude from education the stimulus of competition, of which France has no fear. It was not the dread of unwholesome rivalry but a wish to discourage unwholesome specialization that caused the suppression, some twenty years ago, of the *Concours général*, the competition in specified subjects among the pupils of secondary schools in Paris and the provinces. A prize, it was thought, bore witness to what had been neglected as well as to what had been intensively studied; whereas it was “plus beau de savoir quelque chose de tout, que de savoir tout d'une seule chose.” Measures were taken, however, to prevent concentration on one chosen subject, and the revival of the *Concours général* has been among the most notable events in recent months. The examinations revealed that the provincial *lycées* and *collèges* are holding their own and that the eagerness of provincial parents to send their children to the great Paris *lycées* (Louis-le-Grand, Henri IV, Condorcet) is unjustifiable. On July 11th the great distribution of prizes took place at the Sorbonne, where M. Léon Bérard, Minister of Public Instruction, delivered an address in the presence of the President of the Republic and many other illustrious persons. The journals did not fail to recall the past glories of the competition, and placed by the side of a Michelet, Musset, Augier, Taine, About, Baude-laire, Le Verrier, Berthelot, and Henri Poincaré, many a star of less magnitude which first showed its brightness in the *Concours général*.

Another recent event worth recording—in December we look backward—is the prohibition of Esperanto in the State schools of France. M. Bérard, in his circular on the subject, lays down that a language, to be recognized in primary, secondary, or even technical schools, should have widely extended use and a literature worthy of the name, and Esperanto has neither. If it be serviceable in commerce, it has only the value of a telegraphic code, nor is it conceivable that the majority of men will ever come to pronounce the same sounds in the same way, to give the same sense to the same words. Again, it were sad that an education based on Latin culture should be impaired by the development of an artificial language, seductive because easy. “Le français sera toujours la langue de la civilisation, et, en même temps, le meilleur moyen de divulguer une littérature incomparable et de servir à l'expansion de la pensée française.” Lastly Esperanto has lately become the instrument of an internationalism hostile to national culture. A German writer, commenting on M. Bérard's circular, remarks: “Zamenhoff, the inventor of Esperanto, was in his day decorated by the French Government, whereas Bismarck always viewed him with suspicion. So times change!” For ourselves, we have no fear that Esperanto will cripple the development of our culture or retard the diffusion—unvaunted and inevitable—of the English language.

All France has been talking of M. Léon Daudet's “Le Stupide XIX siècle”—the title alone a prick to our self-satisfaction. He holds up to contumely as *principes de mort* twenty-two favourite doctrines of the Nineteenth Century: that it was the age of science, of progress, of democracy as continuous progress; that the Middle Ages were dark; that religion is the child of

fear; that evolution is the law of the universe; and so forth. Praise of the book comes from the Catholic side; but it is well for us all to examine from time to time our beliefs, to clarify them, to justify them. We give in M. Daudet's own words the statement of his position and his purpose: "Au XIX^e siècle, qui fut celui du nombre brut, de la quantité, de l'antiquité, des stupidités révolutionnaires et libérales, et de leurs vingt-deux principes de mort, l'audace fut du côté des destructeurs. Il s'agit de faire que, maintenant, elle soit du côté des reconstruteurs, de ceux qui détiennent le bon sens et le réveil de la raison agissante. Le terme, injustement bafoué, vilipendé, honni, de réaction doit être relevé et repris hardiment, si l'on veut donner la chasse à l'erreur sanguinaire, si l'on veut ramener, ici et ailleurs, la vraie paix et les institutions et notions de vie, avec la ruine des notions et institutions de mort, honorées au XIX^e siècle. Je n'ai pas écrit ce livre véridique, ce livre de bonne foi, pour autre chose que pour rendre cœur à la réaction, c'est-à-dire aux reconstruteurs, dans tous les domaines, sur tous les plans, dans tous les milieux; que pour leur inculquer cette certitude, cette ardeur, où paraît le signe de la victoire."

POLAND.

The Polish employment exchange statistics for 1921 show that 75 per cent of the applications for employment made by young persons were for unskilled work. In view of the surplus of unskilled workers and the decrease in the number of apprentices in various industries, the Central Employment Department has drafted a Bill to set up vocational guidance committees in connexion with the employment exchanges. These committees are to consist of one representative of industrial employers, one of agricultural employers, and one of commercial employers, two representatives of the trade unions, and one of the guilds. Their objects will be to co-ordinate the work of all institutions which deal with vocational guidance, to collect information on the subject, and to induce young persons to undergo training in an occupation in which their employment will serve the economic requirements of the country. The committees will also draw up a scheme of work to be undertaken by the public employment exchanges in providing vocational guidance. They will be asked to consider possible methods of collaboration between the public employment exchanges and the guilds in providing for the apprenticeship and the placing of young persons, and of collaboration between the public employment exchanges and the technical schools concerning the provision of technical instruction for young persons.

INDIA.

In Bombay the committee appointed by Government to consider the introduction of compulsory education in the Presidency reported in favour of gradual introduction, the majority being for commencing with city municipalities. The text of the Bombay Compulsory Education Bill has since been published, and will be found in the *Collegian* (xviii. 5). In the Madras Presidency the Municipality of Erode has included girls on equal terms with boys in its scheme for compulsory primary education. The committee was unanimous in this decision and additional taxes of 1 per cent. on the property tax and 25 per cent on the professional tax have been raised for this purpose. In the Punjab the Conference of Inspecting Officers (*Proceedings*, Simla, 1922) had the depressed classes conspicuously in view and formulated its opinion thus: "In a scheme of compulsory education, individuals and not classes of the community should be eligible for exemption; and that provision should be made for the education of all boys, including those of the depressed classes." The Punjab Government has stated that it cannot give grants from the public funds for the introduction of compulsion unless these grants are used for the benefit of all classes of the community. Assam has a Bill for the introduction of compulsory primary education (boys) in hand. It provides for compulsion in areas where the local authorities have asked for it.

THE ALICE OTTLEY SCHOOL FOR GIRLS, WORCESTER, has been enlarged by the addition of new buildings for the Kindergarten, Domestic Science Departments, the Library and Music Rooms. The school still maintains its high reputation. Recent successes include two Higher Certificates of the Oxford and Cambridges Joint Board, with three distinctions, sixteen Lower Certificates, and sixteen School Certificates.

TOPICS AND EVENTS.

TEACHERS' SALARIES.—We are asked to state in reference to the recent announcement in the press of the proceedings of the Standing Joint Committee, that the meeting was of the Committee responsible for the salary scales in *elementary* schools only. The Committees responsible for the scales in secondary and technical schools has not met recently.

THE COUNCIL OF THE TEACHERS REGISTRATION COUNCIL has passed the following resolution: "The Teachers Registration Council, as a representative body of Teachers appointed under the authority of Parliament, and charged with the duty of forming and keeping an official Register of Teachers, is gravely concerned by the continual employment in our schools of a large body of persons who are not fully qualified for teaching work. In particular the Council strongly deprecates the recent action of the Education Committee of the London County Council in arranging that unqualified women shall be teachers in infants' schools after a period of inadequate preparation lasting for three months. The Council is strongly opposed to the practice of laying upon Registered Teachers the obligation to take any part in this wholly inadequate form of preparation, and it desires to call the attention of the Board of Education, the London County Council, and the other administrative authorities of the country to the fact that any adequate system of education in a modern community demands the service of skilled and qualified teachers."

THE EDUCATION GUILD.—An interesting discussion meeting has been arranged by the Education Guild to take place on Friday, December 8th, at 8 p.m., at 9 Brunswick Square, W.C., when the Report of the Consultative Committee on Differential Curricula for Boys' and Girls' Schools will be discussed. Principal Ernest Barker, of King's College, London, a member of the Consultative Committee issuing the Report, will open the Discussion, and another member of the Committee, Mr. Frank Roscoe, M.A., Vice-Chairman of the Guild, will also take part. The Guild will be glad to welcome non-members who are interested in the subject under discussion. The Education Guild has also arranged two other interesting meetings to take place during the Conference of Educational Associations in January. The first will be held on Monday, January 1st, at 2.30 p.m., in the Physics Theatre, University College, Gower Street, W.C., when Mr. John Drinkwater will give a paper on "Art in Education." The second open meeting, following immediately on the Annual General Meeting of the Guild, will take place at 12 noon on Tuesday, January 2nd, in the same place, when the President of the Guild, the Right Hon. Lord Gorell, C.B.E., will deliver an Address on "The Rise of the Teaching Profession."

EURHYTHMY.—Dr. Rudolf Steiner has set himself a high ideal. He claims that his "new art of eurhythm" not only helps to "strengthen and beautify bodily movements, but has a moral and spiritual influence on the life of feeling." It is not a new idea that Art, rightly taught, has an ennobling influence on the general development of the pupil. Plato developed the theory in his "Republic." M. Jaques Dalcroze devotes his life to proving it. In the performance of Eurhythm given on November 11, examples were seen of "expression in movement to those elements in music and poetry that become embodied in the voice in singing and reciting." We quote from the programme. The technique of the performers varies considerably. We liked the "mining" of the figure dressed in yellow in "The Soul's Awakening." Other students rely too much on the same sequences of gestures and poses, making these serve for widely different aims. The facial expression is at present stiff and tense. This may be partly due to the highly emotional reading of the passages to be interpreted. The simplest thoughts are emphasized in a way which at times destroys the balance of the whole. But the colour effects were a joy to the eye.

"THE IMMORTAL HOUR."—In his setting of Fiona Macleod's drama, Rutland Boughton follows the Wagner tradition of the "Leit Motif." The fairy world from which the heroine comes has its appropriate melodies—and what charming ones! Mr. Shelving, who is responsible for the scenery and costumes, has greatly enhanced the effect of the whole by his admirable choice of colouring. For the fairy world—tender, mysterious blues and greens. For the ordinary world—a brave display of crude

(Continued on page 778.)

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colours! And, subtle touch at the end, when Etain wanders back to Fairyland with the fairy prince who has come to fetch her, she exchanges her gorgeous queen's robe of red and gold for the simple clinging one of blue and green, in which we first saw her, a visitor from the land where ideas take the place of action—where dreams reveal more than logic. It is difficult to select, where all is beautiful. We have spoken of the fairy melodies. We must also note the wonderful "fountain" music, the mocking song of the wood spirits, and the haunting melody of the bard. The acting is of a high level, some of the poses may be a little rigid, but they are nearly always beautiful. The singing is variable, but the orchestra is excellent throughout. Rarely has a more beautiful thing been offered to the public. To see it once is to get out our engagement book—and enter our next visit!

SECONDARY EDUCATION AT OLDHAM.—The people of Oldham have set a notable example to other towns in providing secondary school accommodation for their children. In 1887, Oldham successfully proved its claim to share in the income of the Hulme Trust Estates, Manchester, and a scheme was drawn up by the Charity Commissioners for the building and endowment of the two Hulme Grammar Schools which were opened in 1895, under the same roof, but as separate schools for boys and for girls. The building having grown too small for the numbers desiring admission, two public-spirited gentlemen in Oldham got together a committee, and set on foot a public subscription for its extension. The list was headed by £3,000 from the Master Cotton Spinners' Federation, and was followed by various sums ranging from £1 to £1,000, subscribed by Oldham firms as well as by individual townspeople, for the work of the schools was so greatly valued that it was desired that they should continue under the same independent conditions in the future as in the past. In spite of the prevailing depression in the cotton trade, nearly £14,000 was raised and handed over to the Governors of the School, who already possessed a further substantial sum. It was decided to put up a new and separate school for the girls, and to hand over to the boys nearly the whole of the existing building. The plans have just received the sanction of the Board of Education, and the work has been put in hand. In its short life of twenty-seven years, the school has gained an excellent reputation, and with increased facilities should do better still. Among the girls who have gone to Oxford, two have been placed in the First Class. One of these is now head mistress of the sister school at Bury. A third Oxford graduate is Chief Inspector of Schools in the Madras Presidency, while others are in English high schools. One old Cambridge student added the London M.D. to her Science Tripos, and did such good service as a surgeon in France as to be awarded the Croix de Guerre. She was the first of a lengthening line of Oldham women-doctors, while in the legal profession the school is represented at the Inner Temple by a London M.A. The present head mistress is the youngest of three sisters who have all been heads of high schools. The first head mistress resigned on her marriage in 1898, when Miss Clark took up the work which she will lay down next Whitsuntide after twenty-five years' service.

OPPORTUNITIES FOR WOMEN-COOKERY SCHOLARSHIPS.—The London County Council is prepared to receive applications for admission to a short course of instruction in Cookery under a professional chef at the Westminster Technical Institute, Vincent Square, S.W. 1. The course will last for twelve weeks beginning in January next. The object of the course is to give an opportunity to young women in domestic service to become qualified household cooks. It will be arranged for part-time only, so that, with the co-operation of their mistresses, students in training may retain their situations. The tuition fee is £1 for domestic servants, and £3 for other persons. Intending students, however, between seventeen and thirty-five years of age, who have been in domestic service for a year or more, may apply for free tuition and a grant of £5 to defray expenses, provided their parents (or, if over twenty-one, the students themselves) reside in the county of London. Further particulars may be obtained from the Education Officer, County Hall, Westminster Bridge, S.E. 1.

COMMERCIAL TRAINING.—The Metropolitan College, St. Albans, has issued a valuable guide to the instruction offered by the institute. All the work is conducted by post and training for business life in most of its aspects is given. Of more interest to our readers, however, will be the courses which are available in preparation for the London University examinations for

commerce degrees and various special courses, such as those in economics and foreign languages, and the commercial teachers' courses. The college works under the usual conditions of correspondence methods with the addition of a guarantee, for a small additional fee, to coach a student until successful in a given examination. Many successes are claimed for the system.

CONFERENCE OF EDUCATIONAL ASSOCIATIONS.—The Eleventh Annual Conference of Educational Associations will be held this year at University College, Gower Street, from Friday, December 29th, to Saturday, January 6th, 1923. The Inaugural Meeting, however, will take place on the afternoon of Thursday, December 28th, at Bedford College, Regent's Park. The President of the Conference, Sir Michael Sadler, C.B., K.C.S.I., will take the chair at 3 p.m., and will deliver the Presidential Address. There are now fifty-five Educational Associations affiliated to the Conference, and with the exception of two or three, all these Associations are holding meetings. As usual there will be two Joint Conferences, the first on Saturday, December 30th, at 10.30 a.m., and the second on Friday, January 5th, at 2.30 p.m. At the first Joint Conference the subject under discussion will be "How can the recommendations of the Four Reports on the Teaching of Classics, Modern Languages, English, and Science be carried out in the schools." The speakers on this occasion will be Dr. Cyril Norwood, Mr. W. W. Vaughan, Mr. George Sampson, and Mr. C. W. Crook. The subject of the second Joint Conference will be: "How can the links in the chain of education be strengthened," the speakers being Mr. W. G. Cove, Mr. E. Sharwood Smith, the Rev. H. J. Chaytor, and Mr. Spurley Hey. With regard to the social side of the Conference, a *soirée* will take place on the evening of Tuesday, January 2nd, at the Skinners' Hall, Dowgate Hill, E.C. (kindly lent by the Court of the Skinners' Company) when the Incorporated Society of Musicians will provide an attractive programme of music. Tickets (3s. 6d.) must be purchased beforehand from the Conference Secretary. An Official Book Programme with space for notes will be published again this year. This Book Programme will be ready by the middle of December, and will be obtainable from the Conference Secretary, 9 Brunswick Square, W.C. 1, price 3d. post free.

COVENTRY LIBRARIES.—The well-organized libraries in Coventry are known throughout the kingdom, and an addition to the activities of the libraries committee has recently been issued in the form of the first number of the *Readers' Bulletin*, which it is intended to produce twice monthly. This issue gives brief descriptions of the principal groups of works in the libraries of Coventry, among which, at the Gulson (Central) Library, there is a special collection of works likely to be of service to parents and teachers. The collection contains books of collected stories, books on story-telling, child welfare, pedagogy, &c., and has received the approval of the Education Committee. The remainder of the *Readers' Bulletin* is devoted to classified lists of recent additions to the libraries, in many cases a statement of the contents of books being given. This list, which will be the main feature of future issues, should be extremely useful in providing guidance for the users of Coventry libraries.

PSYCHOLOGY IN SCHOOLS.—Some time ago, the Education Guild of Great Britain and Ireland appointed a Committee, under the chairmanship of Mr. W. H. Winch, on psychological research in schools. Several Meetings were held during the past year and abstracts of some of the papers read and of the ensuing discussions have now been issued. Dr. P. B. Ballard presented a paper on the limit of the growth of intelligence, a study based on tests involving absurdities. Dr. Ballard's results confirm those of American investigators, who find that intelligence, as measured by such tests, shows no appreciable growth after the age of sixteen. Mr. Hugh Gordon described some experimental work on left-handedness. The determination of left-handedness is by no means easy; an interesting test used was to ask the subject to make a straight cut at one stroke with a pair of loosely jointed scissors held in the left hand. The committee is of opinion, with Mr. Gordon, that true left-handed persons should be taught to develop their left-handedness. Arithmetical ability was discussed by Mr. D. G. Collar, who found from tests carried out in schools, that computing power is distinct, to a large degree, from the power to do arithmetic of a higher type.

GEOGRAPHY IN STORIES.—Teachers of geography often find difficulty in bringing home to their pupils the conditions of life

(Continued on page 780.)

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in countries overseas and any aid in this important matter will be welcomed. Pictures and reading material of this nature appear in the October issue of the magazine *Outward Bound* (price 1s. net), and China, Ceylon, India, Africa, and Asia Minor are among the lands into which the various stories take the reader. There is an instructive article on Khama, for the past fifty years a chieftain in Africa south of the equator, who for his work among the Bantu races has been dubbed the negro Cromwell and there is also a useful article on tree-worship in China. Teachers will find the magazine an interesting as well as an instructive adjunct to their work in the class-room.

EDUCATION GRANTS.—The Workers' Educational Association has submitted a statement on the question of State grants for education to the committee on Exchequer Grants, which appears in the November issue of the *Highway*. The committee is of opinion that no formula can be devised which will secure "equality of burden" in respect of expenditure by the State and by local authorities, but that in a service of national character with local administration, such as education, there must be some form of partnership between the State and the local authorities. To this end, it is suggested that the "percentage grant" system be retained with modifications. The modifications would take the form of additional grants to the local authority based upon rateable value and on the number of persons whose educational interests are involved. A safeguard against extravagance is afforded by the limitation of the grant to the approved expenditure of the local authority.

FARRINGTON'S SCHOOL, CHISLEHURST.—Speech Day was celebrated on Friday, November 3, when the Chairman of the Governors, Sir George Hayter Chubb, Bt., who presided, announced the generous gift to the School by the Rt. Hon. T. R. Ferens, of £15,000, or, if necessary, £20,000, to provide an Assembly Hall and Class Rooms. The Chairman expressed the gratitude of the Governors and their intention of raising the additional amount required for a second house of residence, which, with the school buildings so generously given, would complete the original scheme of the Founders. The Head Mistress, Miss A. H. Davies, gave a report on the work and progress of the school, tracing its development since its foundation in 1911. She summarized the examination results of the past years and the academic successes of the old girls, and spoke of the work of the school in music and in art. Referring to the ideals of the school, to which she attributed its success, she said that Farrington stands for a religious conception of education, for the belief that the religious basis is the true one and that the aim of all education is the development of Christian character. Miss Penrose, M.A., Principal of Somerville College, Oxford, then addressed the girls, urging them in their work to cultivate honesty, scholarly ideals, and a sensitive standard of accuracy, and to acquire interests outside their school work.

JAMES ALLEN'S GIRLS' SCHOOL, DULWICH.—The annual distribution of Prizes and Certificates took place on Friday, November 3rd, Sir Jethro Teall, Esq., occupying the chair. The prizes and certificates were distributed by the Right Rev. the Lord Bishop of Southwark, who gave a short address, during the course of which he made reference to the distinguished careers of some of the Old Girls of the school and compared the opportunities open to women at the present day with those of sixty years ago. The very creditable list of pupils' successes includes: 6 Higher School Certificates of the University of London with 2 distinctions and 3 special credits, 17 Matriculation Certificates, 8 General School Certificates, a Senior County Scholarship, an open Scholarship for French and English at Westfield College, and the Martin Holloway Scholarship for Science at the Royal Holloway College.

THE RHONDDA MOTHERCRAFT CHALLENGE SHIELD.—At the Annual Meeting of the National Baby Week Council which was held at 117 Piccadilly, London, W. 1, on October 26, at 3 p.m., an interesting presentation was made to Miss Lily Grant, a pupil of Salter's Hill Elementary School. The presentation took the form of the Rhondda Mothercraft Challenge Shield, which is awarded annually by the Association of Infant Welfare and Maternity Centres to the elementary school submitting the best essay on a Mothercraft question set by the Association. A similar Challenge Shield is offered for competition among Secondary and High Schools and this year it was won by the Girls' County School, Bishop Auckland, for the essay sent in by Miss Marjory Wood.

ORIGIN OF THE CONTINENTS.—Those interested in geography and geology have doubtless been curious to know more of the somewhat heretical theories on the origin of the continents and ocean beds of the world put forward by Wegener and discussed with some vigour at the recent Hull meeting of the British Association. Pending the appearance of an English translation of Wegener's work, the article on the subject by E. R. Roe-Thompson in the October number of the *A.M.A.* will provide much material for speculation. The author even goes the length of suggesting that the outlines and practical part of the hypotheses should be given in schools on the plea that speculations of this nature are more likely to create interest than ascertained facts. The article, however, will be useful as providing a summary of the outstanding features of Wegener's hypothesis of continent formation.

LIBRARY LECTURES.—The Libraries, Museums, and Arts Committee of the Corporation of Liverpool has produced two programmes of winter lectures in the Picton Hall, for adults and children respectively. The programmes cover the four months from November to February inclusive, and that for adults includes some twenty items. Among those still to be given are: experiments on light, colour, and sound; town and regional planning; the conquest of Mount Everest; development and settlement in East Africa; great pictures and the stories they tell; and coal. Among the children's lectures are such subjects as the story of food-stuffs and raw materials, dust, the meaning of beautiful buildings, and the evolution of the world.

NATIONAL INSTITUTE FOR THE BLIND.—We are interested to learn that the third prize of £10, offered by the Italian Chamber of Commerce in a competition between students of the Evening Institutes of the London County Council in London for Italian, has been awarded to Mr. Michael Dodd, who is a blind member of the staff of the National Institute for the Blind. Mr. Dodd has also obtained a second class in Italian at the Royal Society of Arts, Stage 3, advanced. During his preparation for these examinations Mr. Dodd obtained great assistance from books put into Braille by the Manuscript Department of the National Institute.

MENTAL TESTS IN SCHOOL ADMINISTRATION.—In 1919 the Board of Education for Berkeley, California, established a Bureau of Research and Guidance in connexion with its public schools. The Bureau, as its name implies, had a double function: first, to carry out scientific research upon educational problems, and, secondly, to give scientific guidance, both to the education department as a whole, and to individual teachers and parents whose children had become for them a special and perplexing problem. Monograph No. 4, now issued by the Board is the first printed report describing what the Bureau has hitherto achieved. Its opening chapter records quite briefly the results of an analysis of the enrolment, the attendance, the course of promotion, and the size of the classes, in the various Berkeley schools. A short account is also appended of the special classes established in the elementary schools for pupils of inferior ability, and of the school counsellors appointed in the high and junior high schools to advise pupils of superior capacity or special talent. The greater part of the monograph, however, is concerned with the results of an extensive examination of the school children by the means both of individual and of group tests. The figures illustrate the pressing need for a better classification of pupils throughout the educational system. The report concludes by urging that a well-organized programme for mental testing should be an integral part of every school system.

JOURNAL OF PROCEEDINGS OF THE CHILD STUDY SOCIETY.—This is the first number of a new journal which apparently is to be issued annually, and practically takes the place of the old monthly periodical "Child Study," which formed the original organ of the Child Study Association. The present number contains nine papers of educational interest, and, for the most part, of a scientific character. Of these the first two deal with vocational psychology. Dr. Miles, in what is perhaps the most interesting article of the whole series, explains very concisely the problems, the methods, and the value of vocational tests. He urges the need for some central body, first, to co-ordinate the work of psychological research, already commenced in many schools, secondly, to act as a clearing-house for the mass of information which is now being collected, and, thirdly, to assist in the general development and exact standardization of the tests to be used in such inquiries. He hopes that the new

(Continued on page 782.)

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National Institute of Psychology, now established under the directorship of Dr. C. S. Myers, F.R.S., may very largely fulfil these requirements. The medical aspect of child study is represented by Dr. Yearsley's "Plea for the Deaf Child," and Dr. Lewin's interesting paper upon the "Hygiene of the Nose." The advantages and disadvantages of "vertical classification" and of the "family group system" are discussed by two Head Mistresses of London elementary schools. Dr. Potts contributes a valuable paper on the treatment of delinquents. The number concludes with a paper upon Phrenology. It is unfortunate that a society, whose object is the scientific study of children, should have published in its journal such unscientific statements as are included in this final paper.

At the recent inaugural meeting of the WEST LONDON GROUP OF THE ENGLISH ASSOCIATION a particularly interesting lecture, on the essentials in English Literature, was given by Mr. John Bailey. The West London Group is the first London decentralized group, established for the purpose of holding lectures and discussions on literary and educational subjects more frequently than the usual big meetings of the Association. All interested, whether intending members of the Group, or visitors, are cordially invited to attend the next meeting. Particulars of the forthcoming meetings will be sent, on receipt of a stamped addressed envelope, by Mr. A. Kirkham Hamilton, 4 Elm Court, Temple, E.C. 4.

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HIGH TRIBUTE was paid to the work of Dr. Rouse by the Earl of Cromer at the Perse School Prize Distribution. Dr. Rouse this term completes twenty-one years' service as head master.

JANUARY VACATION CLASSES IN RHYTHMIC MOVEMENT, for women only, are being arranged by the London School of Dalcroze Eurhythmics. Particulars can be obtained from the Director, 20 Store Street, London, W.C. 1.

HOSPITALS' COMBINED APPEAL.—An exhibition of Scientific Novelties will be held at King's College, Strand, from December 28 to January 10 inclusive. Tickets may be obtained from the Controller, Devonshire House, W. 1, and at any of the University Colleges and Technical Schools.

VOLUNTARY helpers are required in connexion with the St. Dunstan's Carol League's Christmas appeal for funds.

A SPECIAL service for those engaged in religious education will be held on December 4 in St. Paul's Cathedral; the Bishop of Chelmsford will preach.

A LECTURE on auto-suggestion in education will be given by M. Emile Coué at the Steinway Hall on December 1, at 8 p.m.

THE prize for an essay on a school anthology offered by *Poetry* has been divided between Mrs. Woodfield, of Elkstone School, Gloucestershire, and Miss H. M. Simpson, of Leeds High School. The selected anthology will be published shortly by Mr. Basil Blackwell, Oxford.

PRIZE COMPETITIONS.

The prize for the November Competition is awarded to "C. M. I.," and the second place to "Menevia."

The second prize-winner of the Summer Competition is Miss M. L. Hall, Higher Tranmere High School for Girls, Devonshire Park, Birkenhead.

The winner of the October Competition is the Rev. H. J. Chaytor, St. Catharine's College, Cambridge.

SENTENCES FROM FRENCH AUTHORS.

By "C. M. I."

1. It is the instinct of women in all countries to call artifice to the aid of nature. . . . Not content that God has made them beautiful, they make themselves fascinating. HUGO.

2. The splendid recklessness of twenty, contempt for the

whole world, the all-absorbing passion of the thing that is to be, freed from human infirmities, set like a sun in the heavens. ZOLA.

3. Be ready to die of hunger; this is the greatest of all arts, since by it comes freedom of the soul. MICHELET.

4. The peal which is about to sound is a signal, not of danger, but for a charge; a charge upon the enemies of our country. To overthrow them we shall need daring, once, and again and always—daring! And France is saved. DANTON.

5. I know that no truly great man has ever believed himself great; and that he who plucks the flower of his own glory during life, will not taste the fruit of it after death. RENAN.

6. The industrial aristocracy, like the ancient nobility which it has replaced, will have its day of reckoning. ANATOLE FRANCE.

7. How define a gentleman? One whose blended virtues, religious, social, and domestic, breathe refinement. ROUX.

8. A fool with a good memory has abundance of ideas and facts; but he knows not how to apply them; everything hangs by this. VAUVENARGUES.

9. Scoffing is born of self-satisfied disdain. VAUVENARGUES.

10. He alone is worthy to be listened to, with whom speech always expresses his thoughts, and his thoughts truth and virtue. FÉNELON.

11. Pity is often sympathy for our own troubles reflected in those of our neighbours; an acute apprehension of the misfortunes which may befall us. LA ROCHEFOUCAULD.

12. Our political history of the last hundred and twenty years may be summed up in this irreducible, paralysing, and barren paradox; a perfectly free, happy, and contented individual, placed in a state where power and authority are supreme. MAURICE CAUDEL.

13. The Labour members who get into Parliament quickly become "middle-class," in the bad sense of the word; they lose their former vigour and energy, and only preserve a kind of platform sentimentality. JEAN JAURÈS.

BY THE PRIZE EDITOR.

1. In all countries it is the instinct of women to add art to nature. . . . It is not enough for them that God has made them beautiful; they make themselves charming.

2. The noble madness of youth, the contempt for the world and all that is in it, the absorption in one passion—the passion for the Work, that is freed from human weaknesses, and set above our heads like the sun in the heavens.

3. Learn how to die of hunger; it is the greatest of all accomplishments, because it makes your souls free.

4. The tocsin which is about to ring is not an alarm-bell; rather it will sound the charge upon the enemies of our country. To vanquish them audacity is the first thing we need, audacity is the second thing, audacity is the third thing. So France will be saved.

5. I know that no really great man ever thought himself a great man, and that, if one nibbles one's glory in the leaf during one's lifetime, one will not gather it in ears after one's death.

6. To the great capitalists, as to the old nobility, whose place they are taking, will come a night of the Fourth of August.

7. What is a gentleman? A man who possesses an assemblage of religious, domestic, and social virtues, sweetened by delicacy of feeling.

8. The dull fellow who has a strong memory possesses an abundance both of ideas and information; but he cannot draw inferences from them; and everything depends on that.

9. Raillery has its source in a pleasing sense of one's own superiority. (More freely, "The man who makes fun of others is the man who has a pleasing sense of his own superiority to them.")

10. That man is worth listening to who uses words only to express thought, and his powers of thought only to aid truth and virtue.

11. Pity is often a feeling for our own troubles, as seen in the troubles of others. It is a knowing anticipation of the misfortunes which may befall us.

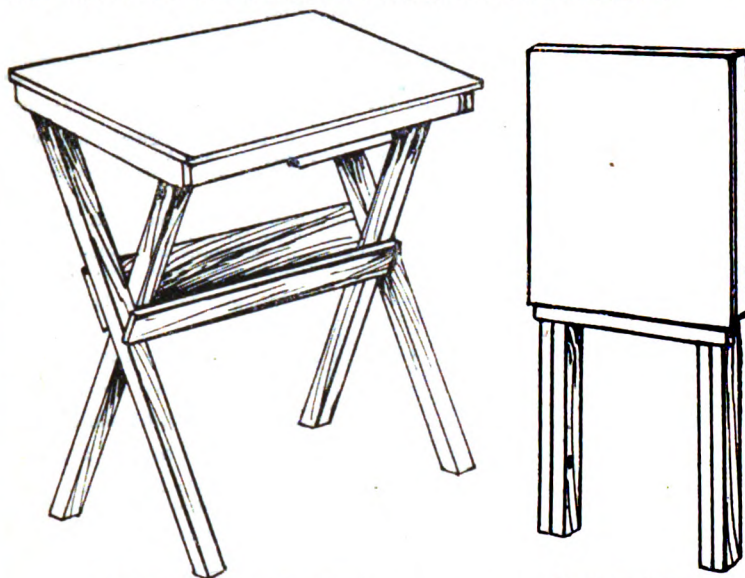
12. One paradox, inflexible, enervating and barren, sums up our political history during the last hundred and twenty years—how in a state that is pervasive, omnipotent, and dictatorial, to find a place for an individual that is free, happy, and satisfied.

13. The workmen who reach Parliament become quickly middle-class in the worst sense of the word; they lose their sap and primitive vigour, and have nothing left but a kind of rhetorical sentimentality.

(Continued on page 784.)

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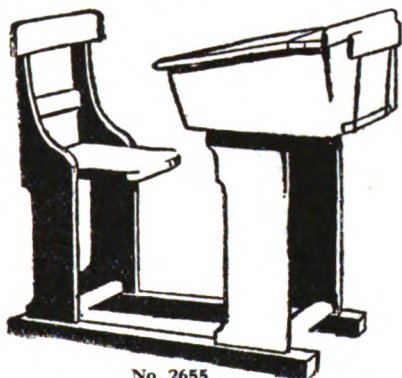
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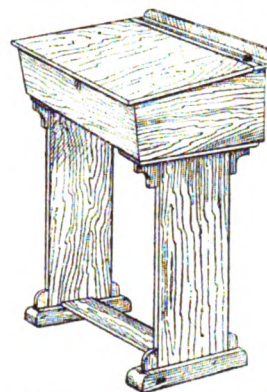
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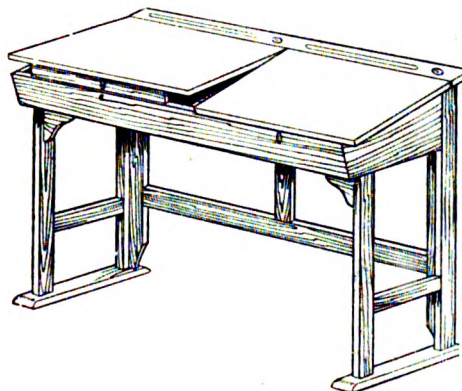
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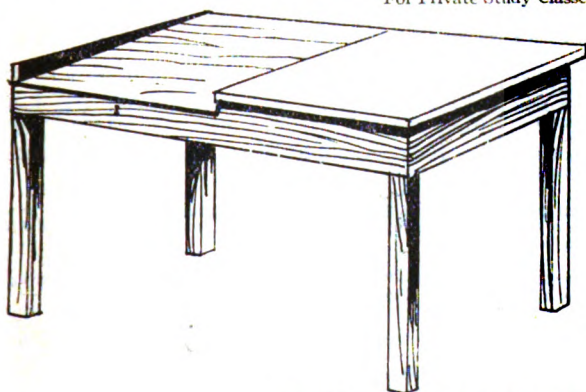
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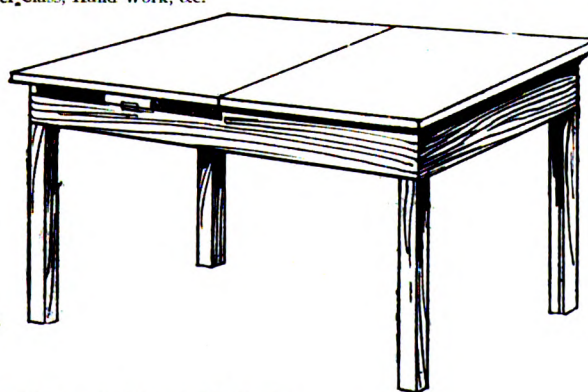
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Und ein Ross, des Reiters bar,
Trabt verschüchtert in der Runde,
Starr steht eine reis'ge Schaar.
Mohrenkönig, bist erschlagen
Von dem tapfern Brüderpaar,
Das Dein kühnes Räuberwagniss
Nahm im grünen Forste wahr!
Donna Clara kniet beim Leichnam,
Aufgelöst ihr goldnes Haar,
Sonder Scheue nun bekennd,
Wie ihr lieb der Todte war.
Brüder bitten, Priester lehren,
Eins nur bleibt ihr offenbar.
Sonne geht, und Sterne kommen,
Auf und nieder schwebt der Aar,
Alles auf der Welt ist Wandel,
Sie allein unwandelbar.
Endlich bau'n die treuen Brüder
Dort Kapell' ihr und Altar;
Betend nun verrinnt ihr Leben
Tag für Tag und Jahr für Jahr,
Bringt verhauchend sich als Opfer
Für des Liebsten Seele dar.

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middle of the month preceding that in which the lecture is to be delivered.]

DECEMBER 1.

ROYAL INSTITUTE OF PUBLIC HEALTH, Russell Square, at 5.—Prof. T. Madsen:
Specific and Unspecific Antitoxin Production. (Harben Lectures, 1.)
BEDFORD COLLEGE, Regent's Park, at 5.30.—Miss E. J. Davies: Roman London.
UNIVERSITY COLLEGE, at 8.—Prof. G. Dawes Hicks: The Philosophy of Reli-
gion (5). Also on December 8.

DECEMBER 2.

THE HORNIMAN MUSEUM, FOREST HILL, at 3.30.—Dr. E. Marion Delf: Vita-
mines and Health.

DECEMBER 4.

KING'S COLLEGE, at 4.—Prof. W. Adams Brown: The Religion of Democracy
A Study of Religious Types (3).
KING'S COLLEGE, at 5.30.—The Rev. C. F. Rogers: Carol Practice in the Chapel
(7).
UNIVERSITY COLLEGE, at 5.30.—Miss E. Jeffries Davis: The Evolution of Lon-
don (2). Also on December 11.
ROYAL INSTITUTE OF PUBLIC HEALTH, Russell Square, at 5.—Prof. T. Madsen:
Antitoxic Treatment. (Harben Lecture, 2.)

DECEMBER 5.

KING'S COLLEGE, at 5.—The Rev. A. C. Headlam: The Kingdom of Heaven (6).
SCHOOL OF ORIENTAL STUDIES, FINSBURY CIRCUS, at 5.—Prof. Alice Werner:
Some Bantu Tribes of the Tanganyika Territory (5). Also on December 19.
KING'S COLLEGE, at 5.15.—Prof. J. W. Allen: Marsiglio of Padua and Secularism
(7).
UNIVERSITY COLLEGE, at 5.15.—Mr. A. J. Davis: The Principles of Architectural
Planning.
KING'S COLLEGE, at 5.30.—The Rev. P. Dearnley: Fifteenth and Sixteenth
Century Art: The Van Eycks to Raphael (9). Also on December 12.
KING'S COLLEGE, at 5.30.—Sir Bernard Pares: The Third and Fourth Dumas—
Contemporary Russia from 1861 (9).
UNIVERSITY COLLEGE, at 5.30.—Mr. J. H. Helweg: Medieval Danish Ballads (6).
ST. PAUL'S CHURCH OF ENGLISH SCHOOLS, Hammersmith, at 6.—The Rev. Canon Mapesden: The Sermon on the Mount (4).
ROYAL INSTITUTE OF PUBLIC HEALTH, Russell Square, at 5.—Prof. T. Madsen:
The Influence of Temperature on Antigen and Antibodies. (Harben Lec-
ture, 3.)
THE ROYAL ANTHROPOLOGICAL INSTITUTE, at 8.15.—Miss E. Kemp: The
Aborigines of Western China.

DECEMBER 6.

UNIVERSITY COLLEGE, at 3.—Prof. E. G. Gardner: The Arthurian Legend in
Italian Literature (Barlow Lectures on Dante) (4).
UNIVERSITY COLLEGE, at 4.30.—Dr. C. Da Fano: Histology of the Nervous
System (7). Also on December 13.
UNIVERSITY OF LONDON, S. KENSINGTON, at 5.—Sir Frederick Bridge: "Psyche,"
by Matthew Locke (1673) (2).
KING'S COLLEGE, at 5.30.—Mr. R. F. Young: The Influence of Bohemia on
British History (9).
UNIVERSITY COLLEGE, at 5.30.—Mr. I. C. Gröndahl: Norway (5).
UNIVERSITY COLLEGE, at 5.30.—Mr. T. G. Hill: Illustrations of Books—Intaglio
and Plane Surface (1).
UNIVERSITY COLLEGE, at 6.15.—Mr. A. W. Flux: The Foreign Exchanges (New
march Lectures) (5). Also on December 13.
WOMEN'S ENGINEERING SOCIETY, 26 GEORGE STREET, W. 1, at 6.15.—Mr. F. S.
Andrews: Patent Work for Women.
CENTRAL LIBRARY, FULHAM, at 6.30.—Mr. W. G. Sanford: A Tale of Two Cities.
SIR JOHN CASS SCHOOLS, Aldgate, at 5.30.—The Rev. Canon Mapesden: The
Sermon on the Mount (3). Also on December 13.
ROYAL INSTITUTE OF PUBLIC HEALTH, Russell Square, at 4.—Dr. C. W. Hutt:
Medical Inspection in Secondary and Continuation Schools.

DECEMBER 7.

UNIVERSITY COLLEGE, at 5.—Prof. F. Y. Eccles: Molière (10).
UNIVERSITY COLLEGE, at 5.15.—Prof. J. E. G. de Montmorency: Customary
Law in London and other English City Areas (5). Also on December 14.
KING'S COLLEGE, at 5.30.—The Rev. W. R. Matthews: A Defence of Modern
ism (8).
KING'S COLLEGE, at 5.30.—Miss H. D. Onkeley: The Stoic Philosophy (5).
KING'S COLLEGE, at 5.30.—Mr. R. F. Young: Bohemian Exiles in England in
the Seventeenth Century.
UNIVERSITY COLLEGE, at 5.30.—Mr. J. Björkham: The History of Sweden (5).
LONDON SCHOOL OF ECONOMICS, at 6.—The Rt. Hon. Sir Frederick Lugard:
Economic and Administrative Problems of the British Tropics (3).
CENTRAL LIBRARY, FULHAM, at 8.—Prof. C. N. Bromehead: A Geologist's History
of London.

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KING'S COLLEGE, at 5.30.—Prof. R. W. Seton-Watson: The Southern Slav
Question, Austria-Hungary, 1867-1918 (9).
BEDFORD COLLEGE, Regent's Park, at 5.30.—Prof. H. E. Butler: Timagad: The
North African Pompeii.

DECEMBER 9.

THE HORNIMAN MUSEUM, FOREST HILL, at 5.30.—Miss M. A. Murray: Ancient
Egypt and the Bible.

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MARY WARD SETTLEMENT, TAVISTOCK PLACE, at 8.30.—Miss Plumer:
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(The Life and Teaching of our Lord) (7).
KING'S COLLEGE, at 5.15.—Prof. F. J. C. HEARNshaw: John Wycliffe and
Divine Dominion (8).

DECEMBER 13.

KING'S COLLEGE, at 5.30.—Sir Denison Ross: Eastern Influence on British
History (10).
UNIVERSITY COLLEGE, at 5.30.—Mr. T. G. Hill: Illustrations of Books—Relief.
CENTRAL LIBRARY, FULHAM, at 6.30.—Miss G. Rees: Chaucer and the Canter-
bury Tales.
ROYAL INSTITUTE OF PUBLIC HEALTH, Russell Square, at 4.—Dr. C. W. Saleeby:
Sunlight and Childhood.

DECEMBER 14.

UNIVERSITY COLLEGE, at 5.30.—Prof. T. Okey: Carducci.
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Continued from page 785.

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AS FRENCH MISTRESS.—B.S., French University; educated, experienced, non-resident post or visiting; London.—Write W., c/o James Glass, 180 Broadhurst Gardens, N.W. 6.

AS LADY HOUSEKEEPER or **MATRON (33).** Experienced. Holds First-Class Housewifery Certificate. Good cook. Knowledge sick nursing. Warmly recommended.—HOOPER'S (EDUCATIONAL AGENTS), LTD., 361 Oxford Street, London, W. 1.

FORM MISTRESS (31), L.L.A. diploma—Registered Teacher. Chief subject, Mathematics. Has prepared successfully for London Matriculation. Nine years' experience in recognized school.—Address, No. 11,297.*

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12 & 13 HENRIETTA STREET, COVENT GARDEN, LONDON, W.C. 2.**TO ASSISTANT MISTRESSES.****January (1923) Vacancies.**

Graduates, Undergraduates, and other well qualified Senior and Junior Mistresses, and Music, Kindergarten, and other Teachers seeking appointments in Secondary and high-class Private Schools (Boys' and Girls') for the term commencing in **January** are invited to apply at once to Messrs. GRIFFITHS, POWELL & SMITH, as above, who will send immediate notice of all the most suitable Posts.

Candidates should state full details as to their qualifications, and enclose copies of testimonials.

GENERAL.

CHANNEL ISLANDS.—Assistant Mistress wanted for large Girls' School. Middle School Maths., good Latin, and Arith. are the essential subjects. Salary from £180 to £300.—No. 1,879.

TWO MISTRESSES (GRADUATES) wanted for County School in Wales. (1) Latin and French (2) Welsh, Geog., Eng., and Elem. Maths., between the two. The posts are non-resident. Salary according to qualifications and experience, but not Burnham Scale.—No. 1,872.

ASSISTANT MISTRESS wanted for first-rate French. Should hold Diploma and have had experience. Latin would be a recommendation. Salary up to £150, resident. High-class Boarding School in the Midlands.—No. 1,868.

Also for the same School, an **ASSISTANT MISTRESS** for Geography. Must have Diploma and experience. Salary up to £150, res.—No. 1,867.

ASSISTANT MISTRESS (GRADUATE) wanted for Secondary Church School in Devon. Mathematics and Arith. Churchwoman and Communicant. Salary, £130-£160, resident.—No. 1,866.

SCIENCE MISTRESS wanted for Girls' Public School in West of England. Half her time would be devoted to Science, the other half in helping with Maths. in various Forms. Salary, £120, resident.—No. 1,873.

ASSISTANT MISTRESS wanted for a Preparatory Form, about 8 children in class; would also have to take some Botany, Maths., or Latin. Must be experienced. Salary, about £100, resident. First-class Boarding School, about 50 Boarders, all daughters of genteel people. Large staff of Mistresses, resident and non-resident. (Devon.)—No. 1,865.

RESIDENT MISTRESS (GRADUATE) wanted for good Mathematics and Latin. A lady by birth and education essential. Salary, about £130, resident. First-class Finishing School in **Sussex**.—No. 1,863.

MODERN LANGUAGE MISTRESS wanted for well-known School in **Kent**. Must be able to take French up to Matric. Standard, and German if required. Salary, according to qualifications and experience. Good salary given to an experienced Mistress.—No. 1,862.

ASSISTANT MISTRESS, Graduate if possible, for Eng. Hist. and Geography. About 5 hours' class teaching per day only. Salary up to £100, resident. R.C. essential. (Wales.)—No. 1,858.

HONS. GRADUATE wanted for an Endowed Secondary School in Wales. Latin and English, with French or Maths. Salary about £200, resident, or £255, non-resident. Churchwoman and Communicant.—No. 1,857.

ASSISTANT MISTRESS (GRADUATE) wanted to teach Physics in various Form, including preparation of pupils for Lond. Matric. and Oxford Senior Local. Salary, Burnham Scale III. Municipal and Secondary School in **Wales**. 340 pupils; staff of 16 Mistresses.—No. 1,855.

ASSISTANT MISTRESS wanted. Good at Mathematics and if possible Botany. Salary about £100, resident. (Yorks.)—No. 1,852.

SENIOR MISTRESS (HONS. GRADUATE) to take Mathematics. With Training and 4 or more years' experience in Secondary Schools. Salary, Scale for Graduates—£212, by £15 annual increments to £360, with £20 as min. for 4 years' University Course, provided the Secondary Teaching Diploma has been obtained. Also a **SENIOR MISTRESS** for English (Hons. Graduate), and a **SENIOR MISTRESS** for French (Hons. Graduate). Salaries as above. Municipal High School for Girls in **North of England**. 300 pupils. Staff of 17 Mistresses. (Durham.)—Nos. 1,849, 1,850, 1,851.

ASSISTANT MISTRESS wanted for Mathematics, Botany, and some English, for Camb. Locals. Graduate or equivalent looked for. Experienced. Salary up to £120, resident. (Somerset.)—No. 1,848.

ASSISTANT MISTRESS wanted for Mathematics, Botany, and some English subjects. To prepare for Senior Locals. Degree if possible. Salary, £100, resident. (Essex.)—No. 1,847.

SENIOR ENGLISH MISTRESS for Latin and English to Senior Camb. Standard. Botany or Geography would be a recommendation. French also required. Salary, £90, res. (Ireland.)—No. 1,842.

ASSISTANT MISTRESS wanted for good all-round subjects. Churchwoman essential. Salary would depend entirely on capabilities. High-class Boarding School on **S. Coast**.—No. 1,841.

EXPERIENCED ENGLISH MISTRESS wanted for first-class Boarding School near London. Must be able to take a post of responsibility and to assist in the management of the School. A good salary will be given to a suitable lady, probably about £150, resident. There are 40 boarders and a staff of 16 Mistresses.—No. 1,839.

SENIOR ENGLISH MISTRESS to take English subjects (Hist., Lit., Grammar, Geog., and good Arith.) to Senior pupils. Salary according to qualifications and experience. (Yorks.)—No. 1,838.

ASSISTANT MISTRESS wanted for Public Grammar School, to teach English and Botany up to leaving Certificate Standard. Teaching Diploma or equivalent qualification and ability to teach Music as a subsidiary subject desirable. Salary according to Burnham Secondary Scale.—No. 1,836.

ASSISTANT MISTRESS wanted to take Mathematics in a large Boarding School in **Wales**. 250 pupils. Staff of 30 Mistresses. Salary, full Burnham Scale, less £100 deducted as value of board, residence, and laundry. There is also a pension scheme.—No. 1,833.

ASSISTANT MISTRESS wanted with good Degree, Oxford, Camb., or London by preference, to teach French. Experience essential. The post is non-resident, and salary according to Burnham Scale. Public High School. 115 day pupils. 5 Assistant Mistresses, resident, in a Staff Hostel. (Lincs.)—No. 1,829.

ASSISTANT MISTRESS wanted (Certificated for English subjects, Drawing, and Painting) Salary according to qualifications and experience School of 64 pupils and a staff of 7 resident Mistresses. (Midlands.)—No. 1,811.

ASSISTANT MISTRESS wanted to take Latin and English to Matric. Standard. Degree, experience, and R.C. essential. The post is non-resident, and the salary from £210 upwards. (Wales.)—No. 1,810.

FORM MISTRESS wanted to take Senior Mathematics, with English and English History as subsidiary subjects. Salary about £120, resident. Churchwoman essential. (Essex.)—No. 1,786.

SENIOR ASSISTANT MISTRESS wanted for a School near London. English, History, and Modern Geography to Matric. or Senior Camb. Standard. Qualifications, Inter. Arts or C.H.L. Salary, about £120, resident.—No. 1,776.

ASSISTANT MISTRESS (GRADUATE) wanted for French and Geography. Salary about £130, resident. (Hants.)—No. 1,805.

MUSIC and ART.

INDIA.—**MUSIC MISTRESS** wanted, to sail in January if possible. Must be able to take the work required for the L.T.C.L. Exams. Salary, £70, resident, first year; £90 afterwards. Passage out and back on 5 years' engagement, or out only on 3 years' engagement. Outfit allowance of £20. The climate is excellent. The School is undenominational.—No. 1,878.

MUSIC MISTRESS wanted for good Violin and Piano. Singing also required. Must be able to prepare for Assoc. Board Exams. Salary, £90 and laundry. (Cheshire.)—No. 1,859.

MUSIC MISTRESS wanted. I.R.A.M. or A.R.C.M. Piano, Solo, and Class Singing. To prepare for Assoc. Board Exams. Salary, £90 and laundry. (Yorks.)—No. 1,840.

MISTRESS required for a large Boarding School in **Wales** (250 pupils) to take Solo Singing; Class Singing optional. I.R.A.M., or one trained at R.A.M. or R.C.M. Salary, full Burnham Scale, less £100 deducted as value of board, residence, and laundry. There is also a pension scheme.—No. 1,832.

ARGENTINE.—**MUSIC MISTRESS** wanted to commence duties in March, 1923. Good Piano, Theory, Harmony, Class Singing, and Games. A recognized music Degree is essential. Salary, £120 to £150, inclusive of medical attendance and laundry. First-class passage out on 3 years' agreement.—No. 1,802.

NEW ZEALAND.—**TWO MUSIC MISTRESSES** wanted to take between them Piano (Mat-thay), Solo and Class Singing, and 'Cello. Salary, £130, res. Passage paid out on 3 years' engagement. Church of England essential.—No. 1,769.

Experienced and fully qualified **ART MISTRESS** wanted for Girls' Public School in **N. of England**. Preference given to a Mistress able to help with Religious Knowledge, Latin, or English, in Middle and Lower Forms. Church of England. Salary, £190, non-resident.—No. 1,877.

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Please see page 787 for brief particulars of some of the Schools Messrs. GRIFFITHS, POWELL & SMITH now have for Sale. List of Boys' and Girls' Schools for Transfer and of Partnerships sent to intending purchasers, to whom no Commission will be charged.

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Invite applications from qualified Ladies who are looking for posts in the Teaching Profession.

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The following are some of the Vacancies for Assistant Mistresses for the Spring Term, for which

MESSRS. GABBITAS, THRING & CO. have been asked to put forward candidates:

Classical and General Form Mistresses.

ASSISTANT MISTRESS required in January for a Roman Catholic Convent in South Wales, to teach Latin and English. Graduate essential. Salary offered from £210 per annum, non-resident, according to qualifications and experience.—No. 22,224.

VISITING CLASSICAL MISTRESS required for a Girls' School within easy reach of London. The candidate appointed will be required for five hours weekly. Graduate essential. Good terms will be paid.—No. 22,448.

ASSISTANT MISTRESS required in January for a Girls' Private School on the South Coast, to teach Mathematics and Latin. Salary offered, £120 per annum, resident.—No. 22,488.

ASSISTANT MISTRESS required in January to teach History throughout the School, together with Mathematics up to Senior Cambridge Standard, for an important high-class School in the London area. The candidate appointed must be a member of the Church of England, and should be a Graduate. The post is a non-resident one, and salary offered according to qualifications and experience.—No. 22,511.

TEMPORARY MISTRESS required for the Spring Term for an important Girls' Finishing School in the London area. She should be able to teach History up to Scholarship Standard. She must be a University Graduate. Salary offered at the rate of £140 per annum, resident.—No. 22,503.

ASSISTANT MISTRESS required in January for an important Girls' Day School in the London area to teach History, Latin, Mathematics, and English Grammar. A candidate is looked for who is a member of the Church of England and one who is keen on Games. Salary offered, £200 per annum, non-resident.—No. 22,405.

ASSISTANT MISTRESS required in January to teach History up to Scholarship Standard, together with English and Geography as a subsidiary subject, for a large Girls' High School in the London district. A Graduate and a member of the Church of England is essential. Salary offered, £275.—No. 22,394.

Mathematical and Science Mistresses.

MATHEMATICAL MISTRESS required for a Roman Catholic Convent on the South-East Coast. She should be a Graduate with training or experience. The post will be a resident one, and salary according to the Burnham Scale.—No. 22,505.

MATHEMATICAL MISTRESS required in January for a large Girls' School near London. She should be able to offer Scripture as a subsidiary subject. The candidate appointed must be a Graduate and a member of the Church of England. The post is a resident one, and salary according to the Burnham Scale.—No. 22,497.

ASSISTANT MISTRESS required in January for a large Church of England School for Girls in the South-West of England, to teach Science and Mathematics. Salary offered, from £100 to £120 per annum, resident, according to qualifications and experience.—No. 22,464.

ASSISTANT MISTRESS required in January for a high-class Girls' Private School on the South Coast, to teach Mathematics, together with

Science as a subsidiary subject. Graduate essential. Salary offered, from £100 to £150 per annum, resident, according to qualifications and experience.—No. 22,421.

ASSISTANT MISTRESS required in January for an important Girls' Church of England Public School, to teach Mathematics, together with Geography as a subsidiary subject. The post will be a resident one, and salary according to the Burnham Scale.—No. 22,392.

ASSISTANT MISTRESS required in January for an important Church of England School for Girls in the South-West of England, to teach Mathematics up to Matriculation Standard. The candidate appointed must be an Anglo-Catholic, also a Graduate with experience or training. Salary offered, £140 to £160 per annum, resident, according to qualifications and experience.—No. 22,376.

MATHEMATICAL MISTRESS required in January for a large Co-Educational School near London, to teach Mathematics up to Scholarship Standard. Honours Graduate essential. The post is a non-resident one, and salary offered according to the Burnham Scale.—No. 22,357.

Boys' Preparatory and General Junior Form Mistresses.

ASSISTANT MISTRESS required in January for a Boys' Preparatory School in Scotland, to teach Dancing, together with Music and Elementary Form work. Salary offered, £150 per annum, resident.—No. 22,356.

ASSISTANT MISTRESS required in January for a Boys' Preparatory School in the South of England. Her subjects should include Elementary Latin, French, and Arithmetic, together with Elocution and Class Singing, if possible. Salary offered, from £120 to £150 per annum, resident, according to qualifications and experience.—No. 22,413.

KINDERGARTEN OR JUNIOR FORM MISTRESS required for a Private School in the London area. A candidate is looked for who holds her N.F.U. Certificate. Salary offered, about £80 per annum, resident.—No. 22,475.

ASSISTANT MISTRESS required in January for an important Girls' Public School near London. The candidate appointed should either hold her N.F.U. Certificate or London Matriculation. She must also be a member of the Church of England. The post is a resident one, and salary offered according to qualifications and experience.—No. 22,358.

Physical Culture Mistresses.

PHYSICAL CULTURE MISTRESS required in January for an important Preparatory School in the Home Counties. Salary offered, not less than £90 per annum, resident.—No. 22,507.

PHYSICAL CULTURE MISTRESS required in January for a Girls' Private School on the South Coast. She should be prepared to give assistance with a small Form. Chelsea Student greatly preferred. Salary offered, £100 per annum, resident.—No. 22,489.

PHYSICAL CULTURE MISTRESS required in January for an important Girls' Boarding School recognized by the Board of Education, in the Eastern Counties. The candidate should have been trained either at Dartford or Bedford Physical Training Colleges. Salary offered, £200 per annum, non-resident.—No. 22,450.

PHYSICAL CULTURE MISTRESS required for a Girls' Private School in the North of England. Salary offered, from £80 to £90 per annum, resident, according to qualifications and experience.—No. 22,453.

Foreign Mistresses.

JUNIOR FRENCH MISTRESS required in January for an important Girls' Finishing School near Paris. Salary offered, 3,000 francs, resident, per annum, together with a home during the Christmas and Easter Holidays.—No. 22,521.

FRENCH MISTRESS required in January for an important Girls' Private School on the South Coast. The candidate appointed must hold high qualifications and be able to teach some of the following as subsidiary subjects: Pianoforte, German, and Needlework. Salary offered, from £100 to £120 per annum, resident, according to qualifications and experience.—No. 22,459.

FRENCH MISTRESS required in January for a high-class Girls' Private School on the South Coast. She must have had previous experience in English Schools, and be able to teach French on the direct method, together with Needlework. Salary offered, £100 per annum, resident.—No. 22,508.

FRENCH MISTRESS required in January for a Girls' Private School in the Eastern Counties. She must be able to take French up to Senior Cambridge Standard, together with Needlework and Elementary Pianoforte as subsidiary subjects. Salary offered, £70 per annum, resident.—No. 22,513.

FRENCH MISTRESS required for a Girls' Private School in the North of England. She should be able to offer some subsidiary subjects which should be stated when applying. Salary offered, £80 per annum, resident, rising.—No. 22,280.

Music and Art Mistresses.

MUSIC MISTRESS required in January for an important Boys' Preparatory School in the Midlands. She should be able to teach Pianoforte and help with the Violin. Salary offered, £100 per annum, resident.—No. 22,519.

SENIOR MUSIC MISTRESS required for a Girls' Private School in the North of England. She should be able to offer Violin as a subsidiary subject, if possible. Salary offered, from £80 to £90 per annum, resident, according to qualifications and experience.—No. 22,452.

MUSIC MISTRESS required in January for a Boys' Preparatory School in Scotland. She should be able to play the Organ and teach Pianoforte, Violin, and Class Singing. Salary offered, £130 to £150 per annum, resident.—No. 22,308.

JUNIOR MUSIC MISTRESS required in January for a Girls' Private School in the North of England. Salary offered, from £30 per annum, resident, according to qualifications and experience. The candidate appointed could, if she wished, receive lessons.—No. 22,360.

ART MISTRESS required in January for a Girls' Private School on the South Coast. The candidate appointed should be able to prepare pupils for the Royal Drawing Society Examinations. Salary offered, £80 to £90 per annum, resident, according to qualifications and experience.—No. 22,480.

FULLY QUALIFIED ART MISTRESS required for a large Girls' School in the Midlands. Her subjects should include Embroidery and Handicrafts. The post is a non-resident one, and salary according to the Burnham Scale.—No. 22,453.

Candidates desiring to apply for any of the above or other suitable vacancies should write fully to MESSRS. GABBITAS & THRING, stating their age, qualifications, and experience, and enclosing copies of their Testimonials. A Prospectus will be forwarded gratis on application. **NO CHARGE FOR REGISTRATION, and no Fee of any kind** is due unless an appointment be obtained through the Agency.

SCHOOL TRANSFERS AND PARTNERSHIPS.

MESSRS. GABBITAS, THRING & CO. have a large number of **BOYS' and GIRLS' SCHOOLS** on the books in their Transfer Department. On learning a Purchaser's qualifications and requirements, they will send notices of opportunities likely to prove suitable, without making any charge to Purchasers.

JANUARY VACANCIES for UNIVERSITY WOMEN.

English, History, and General Form Mistresses.

HISTORY SPECIALIST required for high-class Private Recognized School on South Coast. Elementary Drawing a recommendation. Teaching experience essential. Resident, £130 to £150 per annum. A 98,044

SENIOR ENGLISH MISTRESS required for Proprietary School in Kent. Good teaching experience essential. Resident, £150 per annum. A 98,713

ASSISTANT MISTRESS required to teach History and English to Matriculation Standard, with Junior Geography for Church High School in London. Churchwoman and some experience essential. Non-resident, £250 to £275 per annum. A 98,473

ENGLISH SPECIALIST required for high-class Public Boarding School in Yorkshire. Resident, Burnham Scale. A 98,008

HISTORY SPECIALIST required for Church of England Public School in South Midlands. Churchwoman, Oxford Honours Degree, and teaching experience essential. Non-resident, about £230 per annum. A 96,483

FIRST ASSISTANT MISTRESS required for Diocesan School in New Zealand. Resident, about £250 per annum. Passage paid on a three years' agreement. A 98,452

FORM MISTRESS required to teach general subjects in the Upper School, Middle School Mathematics, and elementary Latin, in important Public School in Canada. Resident, £130 per annum, or more according to qualifications. A 98,513

ASSISTANT MISTRESS required to teach History, English, and Latin in small high-class Boarding School in Surrey. Churchwoman and teaching experience or training essential. Resident, from £130 per annum. A 98,253

ASSISTANT MISTRESS required to teach Senior English and Latin to Matriculation Standard for Recognized Secondary Boarding and Day School on South Coast. Resident, £100 to £150. A 98,731

ASSISTANT MISTRESS required to teach Latin and Mathematics in high-class Proprietary School in South Midlands. English a recommendation. Churchwoman and training essential. Resident, £120 to £130 per annum. A 98,621

ASSISTANT MISTRESS required to teach History and Literature in Private School in Home Counties. Training or experience essential. Resident, from £100 per annum. A 98,677

ASSISTANT MISTRESS required to teach Latin to Matriculation Standard and Geography, in

Church Boarding School in South of England Games a recommendation. Resident, £120 to £140 per annum. A 98,374

FORM MISTRESS required to teach Latin, Mathematics, and General Form subjects in the Middle School in Public School in the Channel Islands. Non-resident, Burnham Scale. A 98,787

ASSISTANT MISTRESS required to teach English and Arithmetic in Middle School in high-class Private Recognized School in Surrey. Resident, £100 to £120 per annum. A 98,333

FORM MISTRESS required to teach good Geography with Latin and Mathematics if possible for Secondary Recognized Boarding and Day School in Cornwall. Teaching experience essential. Resident, £140 per annum. A 98,463

Classical Mistresses.

CLASSICAL MISTRESS required to teach Latin, Ancient History, and some Greek in Public Secondary School in Yorkshire. Honours Degree and experience essential. Non-resident, Burnham Scale. A 98,043

ASSISTANT MISTRESS required to teach Latin, Greek, and elementary Mathematics in Church School in London. Churchwoman and experience or training essential. Non-resident, up to £275 per annum. A 98,343

ASSISTANT MISTRESS required to teach Latin and English in Recognized Secondary Convent on South Coast. Roman Catholic and previous teaching experience essential. Non-resident, from £210 per annum. A 97,384

Modern Language Mistresses.

ASSISTANT MISTRESS required to teach French to Matriculation Standard, with a little German, in good-class Private School in Kent. Churchwoman and previous experience essential. Resident, salary according to qualifications. A 98,694

FRENCH SPECIALIST required for Public Secondary School in Lincolnshire. Teaching experience essential. Resident, Burnham Scale. A 98,373

ASSISTANT MISTRESS required to teach Senior French and Needlework in Mixed Secondary School in Dorset. Non-resident, Burnham Scale. A 98,161

SENIOR MISTRESS required for high-class Private School in Warwickshire to teach French, with, if possible, some Latin. Good teaching experience essential. Resident, salary according to qualifications. A 98,695

ASSISTANT MISTRESS required to teach French with some subsidiary subject, for good-class Private School in Devon. Resident, £100 to £120 per annum. A 98,790

Mathematical, Science, and Geography Mistresses.

MATHEMATICAL MISTRESS for Church of England Public Boarding School in Home Counties. Degree or equivalent, and, if possible, some experience. Churchwoman essential. Resident, Burnham Scale. J 98,474

MATHEMATICAL MISTRESS for Recognized Secondary School on South Coast. Degree or equivalent. Resident, £120 to £150 per annum. J 98,351

MATHEMATICAL MISTRESS for important Public Secondary School in London. Honours Degree essential. Non-resident, Burnham Scale. J 98,036

MATHEMATICAL MISTRESS for large high-class Private Boarding School in Midlands. Resident, from £150, or non-resident, salary matter for arrangement. J 98,781

MISTRESS to teach Mathematics to Matriculation Standard for Church of England Secondary School on South-West Coast. Degree, with experience or training. Anglo-Catholic required. Resident, £140 to £160 per annum. J 98,443

MATHEMATICAL MISTRESS for high-class Private Recognized School in Midlands. Degree if possible and experience. Resident, £150, or more, or possible non-resident, salary matter for arrangement. J 98,583

MISTRESS to teach Botany to Scholarship and Inter. B.Sc. Standard, and if possible Zoology, for large important Public Boarding School in North-West County. Preference given to an Oxford, Cambridge, or London woman. Resident, Burnham Scale. J 98,112

SENIOR SCIENCE MISTRESS for Public Secondary School in Home Counties, to teach Physics and Chemistry and good elementary Mathematics. Experience essential. Non-resident, Burnham Scale. J 98,742

SCIENCE MISTRESS for Public Secondary School in London to teach Chemistry and Geology, and, if possible, some elementary Mathematics and Botany. Good non-resident salary. J 98,535

GEOGRAPHY SPECIALIST required for County Secondary School in Kent. Advanced Course work. Non-resident, Burnham Scale. A 98,451

GEOGRAPHY MISTRESS required for Private Day and Boarding School on South Coast, able to teach also French or Mathematics. Resident, £120 to £130 per annum. A 97,983

GEOGRAPHY MISTRESS required, able to offer if possible some elementary Science in high-class Private School in Warwickshire. Resident, £100 per annum or more. A 98,162

JANUARY VACANCIES for NON-UNIVERSITY WOMEN

English, History, and General Form Mistresses.

ASSISTANT MISTRESS for Boys' Preparatory School in Cambridge to take Mathematics up to Public School Scholarship Standard, and some elementary French. Resident, £100 per annum. K 98,581

ASSISTANT MISTRESS required for Boys' Preparatory School in Southern County. Elementary Arithmetic, French, and Latin; able to play American Organ, train the choir, and teach Class Singing. If possible, some Elocution, good Geography, and English. Certificated and experienced Mistress required. Resident, £120-£135. K 98,811

FORM MISTRESS required in Junior School of good Boys' Public School in Midland County. Elementary French, Latin, and English to boys of 10 and 11 years. Elementary Brush and Colour work. Resident, from £85 per annum. K 98,784

ASSISTANT MISTRESS required in good-class Girls' Private Boarding School in North of England. Subjects required English, History, and Literature to Senior Cambridge Standard. Resident, £100 to £110 per annum. K 98,767

ASSISTANT MISTRESS required in Girls' Public Boarding School in Home County, to teach German (acquired abroad) with some ordinary Form subjects. Salary £80-£100 per annum, resident. K 98,682

ASSISTANT MISTRESS required in Private Boarding School in Isle of Wight to take General Form work with some Nature Study in Forms II and III, with English Composition and Geography throughout the school. Resident, £100 per annum. K 98,793

LADY required for important Secondary School in London to reside at School Hostel and take some supervision duties, and also to teach some Mathematics in the School up to Matriculation Standard. Resident, about £100 per annum. K 98,670

MISTRESS required for small high-class Private Boarding School for Girls on South Coast for the Lower IVth Form. Usual English subjects. Nature Study and History, with higher classes. Resident from £105 per annum. K 98,247

MISTRESS required for Preparatory Day School in North-West County to prepare children from 10 to 14 years of age for School Entrance Examinations. Fully qualified lady required and good salary offered to suitable candidate. K 98,497

MISTRESS required for high-class Private Day School for Girls in North-Eastern County. Principal subject Mathematics to Senior Cambridge. Subsidiary subjects to be stated. Capable mistress required to take Senior position on the staff. Resident, £95-£100 per annum. K 98,022

SENIOR MISTRESS required for good-class Private School for Girls on South Coast. Subjects required: History, Geography, Scripture, and if possible, French translation. Well qualified and experienced lady desired. Salary about £100 per annum, resident. K 98,307

For fuller particulars of these and other Vacancies at home or abroad candidates should send particulars of their qualifications and requirements to

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TRUMAN & KNIGHTLEY'S ANNOUNCEMENTS—*contd.*

JANUARY VACANCIES FOR NON-UNIVERSITY WOMEN.

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REVIEWS AND MINOR NOTICES.

HUMAN HISTORY—A PSYCHOLOGICAL EQUILIBRATION

Studies in the Theory of Human Society. By Dr. FRANKLIN H. GIDDINGS. (14s. net. Macmillan.)

The plan of the book is to give an historical account of the subject, followed by an analysis of the different problems, and concluding with a short synthetic treatment. Dr. Giddings is not content with the ordinary views of the nature of history, and enunciates a theory of his own. Basing on the view that activity results from the storing and degrading of energy, he concludes that "human history is a psychological, or behaviouristic, equilibration." At the end of his chapter he puts the matter more picturesquely: "History is adventure, and the urge to adventure is the cause of history." Our knowledge of the origin and functioning of social systems, he maintains, is not so much history as scientific induction. Yet he proceeds to give a very pleasantly historical presentation of these inductions in a sort of retrospective day dream. His practical attitude towards the problems of society may be gathered from this pronouncement: "The whole world at present is intellectually muddled and morally bedevilled. It is trying to reconstruct society upon a hypothetical equality of all mankind. If it succeeds, it will destroy historic achievement from the beginning, and will send mankind to perdition." Certainly a strong statement, but the rest of the book goes far to justify it. Obviously there is here a danger that the philosophic historian may be confounded with the partisan politician. Certainly belligerent party men will find in these pages many detached passages that can be put to controversial use, but in their context they are thoroughly justifiable, and the author maintains his sense of perspective throughout.

In the actual analysis, Dr. Giddings seeks to reach a more detailed explanation of the workings of the group mind than is supplied by Mr. Macdougall. In this connexion it is pleasing to note that Walter Bagehot's "Physics and Politics" gets the recognition that it deserves, but has hitherto not received. It was one of those pioneer books that are apt to be overshadowed by those that follow: in this case Tarde's big book. It is disappointing however to find that Mr. Graham Wallas's work is neglected. The contribution of "The Great Society" has not yet been assimilated as part of the common stock of the subject.

It is interesting to note how the heterogeneity of the population of the United States has influenced Dr. Giddings's mode of presentation. It is right that this should be so, for the treatment of an actual problem is the very best way to illustrate a given thesis. The book provides definite help to the Americans in facing their special difficulties, and at the same time throws many useful sidelights on the problems of the more homogeneous nations. Dr. Giddings does well in giving a chapter on the costs of progress, since "all progress is conditioned by cost," though not all his readers will accept his view that "the cost will increase with the progress." At all events we all accept with satisfaction the assurance that "all in all, industrial history discloses a progressive diminution of the proportion of inevitable suffering mixed with the gains of progress," even if "the absolute increase remains."

The synthetic part consists of two chapters, one on Pluralistic Behaviour, the other on Further Inquiries on Sociology. In the first we have a vigorous account of the dynamics of pluralistic struggle, the various pressures exerted by circumstances and by human beings. A striking view of the matter is that in our social relations we are all actors. "In the presence of fellow-beings action becomes acting," but there is no reproach implied by the term. *Mores, themistes, protocracy*, are terms that help Dr. Giddings in his theories of the organization of social activities. But he feels that there is much yet to be explained, and in

his final chapter he sets out thirty questions that are at present waiting answers from the sociologist. This forms a fitting end to an intensely interesting and suggestive treatment of a subject of vital interest.

EARLY MIDDLE ENGLISH POETRY.

The Owl and the Nightingale. Edited with Introduction, Texts, Notes, Translation, and Glossary, by Prof. J. W. H. ATKINS. (16s. net. Cambridge University Press.)

The Early Middle English Period, which stretches from about 1150 to 1350, is poor in works of great literary merit, and such as exist have, owing to their fewness and their importance in other respects, received praise to which their artistic qualities have no genuine right. Perhaps the best-known product of the period is "The Owl and the Nightingale," a debate poem in 897 short couplets; it has come down to us in (i.) The Cotton MS. (C, thirteenth century) in the British Museum, and (ii.) The Jesus College MS. (J, late thirteenth century) in the Bodleian Library. J, though younger than C, is not a copy of it, but both are copies of a copy of the original text. "The Owl and the Nightingale" has long had an attraction for scholars, and within recent years two exhaustive and scholarly editions have been published, *viz.* those of Gadow in Germany, and Wells in the U.S.A. We have now this fresh edition by Prof. Atkins, who, profiting by the work of his predecessors and adding the results of his own long researches, has embodied in his book all that can for the time being be said on the poem. The book consists of a long introduction, an accurate reproduction of the two texts, foot-notes, a prose translation, appendices, and a glossary. By far the best-written sections of the introduction are those dealing with the MSS. and the texts. In these sections Prof. Atkins's handling of the various problems involved is in method, thoroughness, and lucidity, altogether admirable. He is not so successful in the other sections of the introduction: that on "The Historical Setting of the Poem" contains obscure and vague statements. Neither is he convincing in the section on "The Author"; though he does not go beyond saying that "Nicholas of Guildford must at least be said to hold the field," we do not think the arguments he advances in favour of Nicholas justify even this judgment. The section on "The Poem as Literature" displays more enthusiasm than just appreciation; the merits of the poem are excessively praised, and its defects and crudities are so completely ignored that one unacquainted with it would probably conclude that it is one of the masterpieces of literature. As a matter of fact, it contains little that can truly be rated as poetry, and while the arguments of the debaters display considerable resource and are marshalled with much skill, yet any one who sees the higher forms of art in these qualities is easily pleased. The foot-notes are full and illuminative, and exhibit wide and critical reading, and the translation is accurate and readable.

THE MATERIALIZATION OF ENERGY.

Philosophy and the New Physics: An Essay on the Relativity Theory and the Theory of Quanta. By Prof. L. ROUGIER. Authorized translation by Prof. M. MASIUS. (6s. net. Routledge.)

Exceptional importance must be attached to the volume by Prof. Rougier on the Materialization of Energy which has been translated by Prof. Masius under the more general title "Philosophy and the New Physics." Here we have presented in convenient form a summary of the most important theoretical work on matter and energy which has appeared in various scientific publications during the past few years. As the translator remarks in his preface, Prof. Rougier's very wide reading in mathematical and experimental Physics has enabled him to present and interpret the new advances in Physics in a way which should prove of great interest to both philosopher and physicist.

The present reviewer must confess that he read the Introduction with a certain amount of impatience arising from the somewhat summary way in which the author here states his main thesis. It seemed as if a specious account of the main facts of physics were being given by ignoring all the outstanding difficulties. But on reading further he found more and more to admire in the way in which Prof. Rougier marshals his arguments, and finished the volume in general agreement with the position therein adopted, realizing that it is not possible to deal with all debatable questions in the limited space of 160 pages.

The older dualistic doctrine of the universe distinguished between matter and energy. "The world where we live is in reality a double world, or rather it consists of two distinct worlds, one of which is the world of matter, the other the world of energy. Copper, iron, carbon, that is the world of matter. Mechanical work, heat, these are forms of energy. Each of these two worlds is governed by a law of conservation. Matter cannot be created nor destroyed; energy cannot be created nor destroyed" (Paul Janet). This dualism led to insurmountable difficulties. The monistic attempts to reduce one of the terms of the antithesis to the other merely served to shift the difficulty without relieving it, and Ostwald's energetics merely to escape the problem without solving it. Recent discoveries have shown that the antithesis between matter and energy was artificial, and that these two realities, in spite of differences which forbid their confusion, possess precisely the common characteristics that permit the explanation of their mutual action. Energy is endowed with inertia, and weight in proportion thereto. The mass of a body is not invariable; it increases or it decreases according as the body absorbs or radiates energy, and as it is in motion or at rest with respect to the system to which it is referred. The mass of a body measures its internal energy. This internal energy is relatively enormous. The changes of mass that result from the presence or absence of heat or kinetic energy or the presence of radiation within a body are practically imperceptible, except in the case of radio-active transformations.

Planck's Quantum Theory seems to suggest that the structure of energy in all its forms may be discontinuous, so that radiation may, as suggested by Einstein, have a discontinuous structure. If we adopt these ideas we must assume the discontinuity not only of matter and of electricity, but of radiant energy and of exchanges of energy. "Contrary to the ancient adage *natura non facit saltus*, it becomes apparent that the universe varies by sudden jumps and not by imperceptible degrees."

To sum up in the words of Prof. Rougier: "The ancient dualism of the ponderable and the imponderable, of matter and energy, becomes transformed into one of energy stabilized in material structures of definite architecture and free radiation, both of these modes of energy being endowed equally with inertia, weight in proportion thereto, and structure. This may then be called the materialization of energy."

CLASSICS.

Paulatin: A Graduated Translation and Composition Book Based on The Syntax of the Latin Complex Sentence. By P. H. REANEY. (4s. Russell.)

Among the efforts to make the teaching of Latin both sound and interesting this well thought out and carefully arranged book of Mr. Reaney's deserves to take a high place. Assuming the pupil's knowledge of Accidence, the author has set himself the task of bridging over the familiar gulf between the Latin primer and the Latin author. He has rightly recognized that the two great difficulties boys find in this transition are, first, the varied constructions that meet them on every page, and, second, the sorting out of the various parts of the period and the turning of the Latin into idiomatic English. The method employed is briefly (a) the grouping together of short Latin sentences which illustrate a certain rule of syntax; (b) the deduction of the rule from the examples furnished; (c) the further illustration of the rule in longer passages from a wide

range of authors for translation into English and, finally, (d) the application of the rule in the translation of English sentences of graduated difficulty into Latin. It will be observed that this sound method, which must commend itself to every experienced teacher, has the advantage of satisfying the recent recommendations of the Prime Minister's committee on the position of classics in Education. Page 189. The date of the second Punic War is given as 218-204 B.C. The usual chronology is 218-202 B.C. Page 203 "venturum" in the first example is evidently a slip for "venturus." Any teacher who is willing to follow Mr. Reaney's advice and spend the time he suggests on the mastery of the complex sentence will assuredly find his reward, when the time comes for tackling the Latin author, in a rate of progress which will preserve interest in the subject-matter and allow of some appreciation of literary style—two important educational elements that premature attempts on a Latin author may destroy. We cordially commend this thorough, scholarly, and interesting piece of work.

The Works of Aristotle translated into English. De Caelo. By J. L. STOCKS. *De Generatione et Corruptione.* By Prof. H. H. JOACHIM. (10s. net. Clarendon Press.)

We welcome this further instalment of the Oxford translation of Aristotle. Five out of the eleven volumes have already been published, under the general editorship of Mr. W. D. Ross, and the whole promises to be a worthy monument to the memory of Jowett, by whose bequest, we understand, the work is being done. The work of the present translators is well up to the standard of their predecessors in the series. Mr. Stocks is already well known as an Aristotelean scholar, and Prof. Joachim has recently published a revised text and commentary of the treatise of which he here offers an English translation.

EDUCATION.

(i.) *Ajuntament de Barcelona. Assessoria tècnica de la Comissió de Cultura. Les construccions escolars de Barcelona: Recull dels estudis, projectes i altres antecedents que existeixen en l'Ajuntament per la solució d'aquest problema. II Edició.* (Barcelona: Henrich i Co.).

(ii.) *Municipalité de Barcelone. Commission de Culture. Rapports de l'Institut d'anormaux de Vilajoana présenté au Congrès d'Hygiène mentale de Paris.* (Barcelona: Henrich et Cie.).

Barcelona is a great centre of intelligence in Spain. In the domain of higher education it cultivates fruitful relations with France. At Barcelona is an industrial university, and Barcelona publishes the "Quaderns d'Estudi de la Mancomunitat de Catalunya," with "Butlletí dels Mestres" as a useful pedagogic supplement, (i) the first of the two books before us throws light on its activity in the building of schools. Again and again we have deplored the combination of factory and jail—symbolic of Routine and Constraint—in which English architects are wont to embody their ideal of a school; a study of "Les construccions escolars de Barcelona" will convince them that school architecture has other lamps, and that the house of education may be made aesthetically attractive. The plans and elevations supplied will be servicable to practical men. From (ii.) we learn what measures the Comisión de Cultura has taken at Barcelona to aid the young of low intelligence and those abnormal children, called by the Italians *delinquenti* or *traviati*, who have vicious, anti-social instincts. From 1918 the School of the Blind and of the Deaf and Dumb had a section for the abnormal; this, transformed into an independent school, has been quartered since 1920 at Vilajoana, on a wooded estate twenty minutes' journey from the middle of Barcelona. Here, as half-boarders, amid healthy surroundings, the mentally deficient are studied and cared for. The Vilajoana Institution is a true clinic: it is under the direction of a *psychiatre* and has a Laboratory of Studies and Research, in which, alike from the anthropological, psychological, and medical point of view, the child is scientifically observed and analysed, then rationally treated. Of the method pursued we will say only this: it is good to see Barcelona knows that to study the deviations of the mind is a means of discovering the laws under which it normally operates. Men once exterminated the unfit; to-day we are reading them as lesson-books.

Modern Developments in Educational Practice. By Prof. J. ADAMS. (6s. net. University of London Press.)

In one sense this book is of the kind which has been called the despair of the reviewer. In the dozen chapters of which the book consists, Prof. Adams discusses in turn each of the main constituents of the "forward movement" in modern education. We thus have a collection of topics whose chief, if not only, bond of union is their up-to-dateness. Attempts to

measure intelligence and attainments, the psychology of the class or group, the doom of class-teaching as sounded from far-off Dalton, the "Gary contribution," the play way, the project method, psycho-analysis, and free discipline—these are among the items that figure in the comprehensive bill of fare provided. The name of the distinguished author is a sufficient guarantee that the various subjects are treated in a manner which will commend itself to teachers who want a sane and impartial view of the latest new things pertaining to their calling. Prof. Adams is eminently able to discern the wheat amid the chaff, and to suggest to teachers what valuable ideas remain when the necessary deductions have been made from the claims of enthusiasts. This book is not the least of many great services he has rendered to the profession.

ENGLISH.

English Reading Made Easy by Means of a System of Marks Applied to the Ordinary Spelling. By Prof. W. A. CRAIGIE. (2s. 6d. net. Clarendon Press.)

Until such time as a phonetic, or even partially phonetic—logically constructed—system is accepted, any means of facilitating the mastery of our ordinary spelling deserves a fair trial. The method here employed, an extension of one already in use in pronouncing dictionaries, is that of adding signs to those letters used to represent more than one sound. For instance, hard g in *get* is unmarked, but the soft sound of the letter in *gem* is indicated thus: *gem*. The method is simple, consistent, and likely to be effectual, but in closely-printed passages the added signs undoubtedly make reading more trying to the eyes—a matter of serious consideration where young children are concerned. For the foreigner, especially the foreign teacher of English, for whom it appears to be mainly intended, such a work must prove a real boon, and he would be grateful, too, for the curious information contained in the last three sections: Weights and Measures; Measures of Length; and Money.

English Exercises. By J. H. FOWLER. Supplementary Exercises to Part I. By R. W. JEPSON. (2s. 6d. net. Macmillan.)

This is the response to a demand for an additional, alternative set of exercises to "English Exercises, Part I," by J. H. Fowler, who himself furnishes a preface. The pieces chosen seem as suitable, and the class-work suggested as useful as those of the original work already noticed in these columns.

The Story of Saint Elizabeth of Hungary. By W. CANTON. (2s. 6d. net. Harrap.)

Teachers seeking wider culture for their pupils through their class-reading will be glad to meet with this latest addition to the "Told through the Ages" Series. The story, beautifully and poetically related by William Canton, suggests much that is quite foreign to the usual school routine in matter and thought and is therefore to be warmly welcomed.

A Practical Training in English. By H. A. KELLOW. New and Revised Edition. (3s. 6d. Harrap.)

Now that the importance of a training in English is generally admitted, a book like this, which is intended for those who have already received a grounding in English, will be very useful, especially in secondary schools. The attempt to teach literary appreciation—always a difficult task—by an intensive study of a number of poems is admirable. Whilst, however, a knowledge of prosody, scansion, and possibly figures of speech, must be derived from poetry, it would seem preferable that such subjects as derivations, analysis, exercises in construction and composition, should, as a rule, be based on prose; partly because the manner of poetry is often remote from ordinary language, and partly because continued treatment of poetry in this way is apt to spoil that very appreciation of its charm which is, after all, the chief object of a study of poetry. Derivations appear to occupy rather too large a space. For those who learn Latin, an occasional lesson will be sufficient to draw attention to important Latin roots; while Old English needs a special study which should certainly be left to an Advanced Course, if not later still.

GEOGRAPHY.

Chambers's Concise Geography of the World. New Edition. (2s. 6d. Chambers.) *Chambers's New Geography of the World.* (2s. Chambers.)

These geographies, to which no author's name is attached, belong to the old-fashioned type of text-book. In both books the political division is taken as the unit, and the chapters consist chiefly of lists of place-names under such headings as Capes, Islands, Lakes, Towns, and Counties. No attempt is made to show cause and effect, nor the correlation of one distribution with another.

The Scope of School Geography. By Dr. R. N. RUDMOSE BROWN, O. J. R. HOWARTH, and J. MCFARLANE. (5s. 6d. net. Clarendon Press.)

The writers of this useful book have performed a great service to the cause of geographical teaching in stating so fully and thoroughly the scope of this important subject. Each branch of the subject is reviewed in turn and the conclusions arrived at are always based on well reasoned arguments. The authors do not pretend to speak with authority (they admit that there are alternative opinions) but from the point of view of geographers they urgently desire to place school geography on an equal footing with other subjects whose definition has become more clearly established by practice. All teachers of geography in secondary schools are strongly recommended to read this book, and students in training colleges should also include it in their course of study.

The New World: Problems in Political Geography. By Dr. I. BOWMAN. (21s. net. Harrap.)

This volume, written by the Director of the American Geographical Society of New York, is a valuable addition to the various post-war publications. The title of the book, "The New World," is not used in its time-honoured sense of "the Americas," but it is used to mean the world of to-day under the changed conditions due to the war. In some six hundred pages the writer presents us with a vast amount of information clearly stated and well arranged. He deals with those problems in Political Geography which have been brought into existence by the Peace Treaties. With regard to many debateable problems he wisely states the facts on both sides and leaves the reader to form his own opinion. In the first twenty-four chapters the countries of Europe are described with special reference to the new boundaries and political questions, and in the remaining ten chapters the changes in Asia, Africa, and the Pacific are discussed. There are many picture illustrations and more than two hundred clearly printed maps to explain the territorial changes in different parts of the world.

HISTORY.

The Foundations of Japan: Notes Made During Journeys of 6,000 Miles in the Rural Districts as a Basis for a Sounder Knowledge of the Japanese People. By J. W. ROBERTSON SCOTT. (24s. net. Murray.)

The Land of the Rising Sun, says the well-known author of this book, has been fortunate in the quality of the literature written about it by foreigners. To that literature he makes a distinctive contribution, for his book probably offers a picture of some aspects of modern Japan to be found nowhere else. He has gone in and out among the people in the rural districts during his four years' residence in the country, and he has conversed with all sorts and conditions, not only about agricultural economy, but about life, religion, morality, education, and the path Japan is pursuing. There is little here about "the victorious Japanese army and navy, the smoking chimneys of Osaka, the pushing mercantile marine, the parliamentary and administrative developments of Tokio, and a costly world-wide diplomacy." All this outward show is borne on the backs of the agricultural peasantry, who constitute the "foundations of Japan," and whose lives and ways are the subject of this book. The author is surely right in thinking that there is room for at least one book written in the perspective of village and hamlet. The general reader will be reminded of Cobbett's "Rural Rides" of a century ago; and the teacher who has to deal with Japan will find, both in the interesting descriptions and in the profuse illustrations, the means of a true understanding of Japanese civilization.

The Second Empire: Bonapartism; The Prince; The President; The Emperor. By P. GUEDALLA. (16s. net. Constable.)

This is an extremely picturesque book, full of atmospheric effects. It is made up of a series of scenes vividly conceived and brilliantly expressed by means of which, as in a succession of dissolving views, the fortunes of the House of Bonaparte are depicted. After a preliminary examination of Bonapartism and the Napoleonic Idea, the story proper opens with the birth of Louis Napoleon in 1808. The news of the event reached Napoleon I dramatically on the very day on which he announced to Ferdinand VII of Spain, his guest at Bayonne, his decision that he should cease to reign. The tale of Louis Napoleon's countless adventures and escapades is then told. An epilogue culminates in the death of the Prince Imperial, and the extinction of the hope of the Second Empire, in 1879. The book adds nothing to historical knowledge. It is cynical in its lack of moral judgment. But as a piece of brilliant and effective writing it is an undoubted triumph.

MATHEMATICS.

Principles of Geometry. By Prof. H. F. BAKER. Vol. I, Foundations. (12s. net. Cambridge University Press.)

It is now well understood that the foundations of geometry can be laid in an infinite variety of ways. Point, line, plane, are symbols of empty content until defined by the relations postulated to exist between them. Whether the structure built on a particular set of assumptions serves in any way as a means of picturing the relations of the material universe is irrelevant to the development of the science, but even if we do pay regard to this aspect of the matter, Relativity has taught us to look beyond the Euclidian system.

In this treatise on the Principles of Geometry, the first volume deals with Foundations, and Prof. Baker selects as his foundations certain propositions of incidence of point, line, plane, in three dimensions leading immediately to Desargues' Theorem. Later the propositions are extended to space of n dimensions. Propositions of incidence alone are insufficient to account for all the facts suggested by actual experience. The question of correspondence of points in different ranges demands the adoption of some further postulate, and the one selected is the theorem of Pappus. The geometry thus constructed is of great generality. A somewhat different point of view is adopted in the second chapter entitled Real Geometry, where the ideas relating to accessibility and order are taken into consideration. The latter part of the first chapter is devoted to the development of an algebraic symbolism, and this is resumed in the third chapter in connexion with imaginary elements.

As a systematic and authoritative exposition of fundamental ideas the book is unrivalled, and we eagerly look forward to the appearance of the remaining volumes which are stated to be ready for press.

MISCELLANEOUS.

Accounting Principles: Their Use in Business Management. By Prof. S. BELL. (15s. net. Macmillan.)

The author's aim has been to present the principles of accounting in their relation to business management. The book is full of information and useful hints which cannot fail to be appreciated by accountants and business men. As a complete and very clear treatise it should be useful to students, for whose benefit the text is supplied both with special problems and exercises illustrating the principles of the separate chapters.

Company work, costing, and trading transactions are made very clear, from the definite viewpoint of the accountant, and such matters as revenue statements, apportionment of expenses, analysis and controlling accounts are dealt with in a particularly thorough and practical manner.

What Every Girl Should Know. By MARGARET SANGER. (3s. 6d. net. CAPE.)

This might well extend its title to "What every girl, and boy, parent and teacher, should know" on the subject of sex and its manifestations. Told in simple language, avoiding equally the namby-pamby and the unduly technical, this book may be placed in the hands of any adolescent whose parents have evaded their duty during the years of childhood, when most of the instruction is best given, and from it he could learn what he has a right to know, and *should* know. The work of a practical nurse who has met with the deplorable results of ignorance, the book cannot be too strongly recommended. The tone of it is fine throughout, and while fearlessly outspoken, it could not offend the susceptibility or awaken the repugnance of the most delicately-minded or morbid girl.

MODERN LANGUAGES.

Esame di Coscienza di un Letterato. By RENATO SERRA. Edited with Introduction and Notes by PIERO REBORA. (2s. 6d. net. Without Introduction and Notes, 1s. 6d. net. Clarendon Press.)

Among the thinkers and men of letters who fell in the Great War whom the Italians have cause to mourn is Renato Serra. Cut off in the prime of life, he has yet left enough to show that he was a keen critic and a writer of virile prose. When war broke out he wrestled in spirit with the situation that confronted him, and at last he was persuaded to publish his views, in April, 1915, in the weekly paper, *La Voce*. He is struck by the futility of war and convinced that it exerts no appreciable effect, above all, no salutary effect, on human nature; at the same time he is quite clear that it is his duty to take his part in the great conflict. In July of the same year he met his death. Signor Rebora, the lecturer in Italian at Liverpool University, has supplied the "Esame di Coscienza" with an admirable introduction on Serra's life and personality, and with helpful notes.

Verse Translations from the French. By M. H. D. NUTT. (2s. 6d. Methuen.)

The translation of French lyric poetry into English verse is so difficult as to be rarely successful, and a perusal of the present volume tends to confirm this opinion, especially as Mrs. Nutt evidently possesses excellent qualifications. She appreciates the more delicate shades of meaning in the foreign language and she has more than the average command of her own. Occasionally she appears entirely successful, but often the exigencies of rhyme and metre present insuperable difficulties; and not infrequently an unhappy word or phrase jars upon the reader. As an example of her success we would choose her rendering of Rousard's "Aux mouches à miel"; the very next poem, the famous "Sonnet pour Hélène" contains several infelicities, such as the line, "Live, if you me believe, nor wait the morn," which is typical of many distressing inversions. The French text faces the renderings, and contains some charming poems not generally known, for which many will be grateful. Whether, as Mrs. Nutt hopes, the book will find its way into schools and lead others to essay similar translations is perhaps doubtful.

MUSIC.

In a miscellaneous parcel, the most imposing item is Eleanor Smith's "Song Devices and Jingles" (Harrap, 7s. 6d.). It is a book well adapted to the needs of very young children. The songs and games are short and easily memorized, while the accompaniments are simply and (what is more important) cleanly harmonized. By familiarity with these tiny tunes, the child will gradually acquire the taste for diatonic melody and harmony which is the foundation of sound musical training. The book is divided into four sections—Dialogues, Rhythmic Games, Songs, and Greetings.

From Messrs. Joseph Williams, Ltd., come two well-written and useful "Short Dance Tunes" by Dr. C. W. Pearce. The Allemande is the more pleasing, but the Loure, based on a West Country Folk Song, has some engaging contrapuntal devices. In the same firm's well-known Analytical Edition, Mozart's 2nd Pianoforte Sonata is edited and fingered by George Farlane, with an analysis by Stewart Macpherson. Teachers who are not wont to use much of Mozart should place the *Adagio*, if not the *Presto*, of this work on their lists.

The most interesting part of the parcel is a batch of songs (in unison, and in two and three parts) from Messrs. Curwen. Several of these deserve a wide welcome in girls' and preparatory schools. Martin Shaw's "Butterflies" and Felix White's "Jenny Wren" (both in unison) are delightful and practicable numbers. Of the two-part ones, Martin Shaw's "Croakle and Quackle" and Markham Lee's "The Shepherds' Holiday" are almost as good. Felix White's "Marriage Song" (in three parts) is fascinating, but hardly easy; Eric Fogg's "To Blossoms" (also in three parts), while possessing many points of beauty, is really difficult, and suffers a little from lack of continuity. Will not some one give us a similar series for trebles and baritones, suitable for use in boys' schools?

PHILOSOPHY.

The Misuse of Mind: A Study of Bergson's Attack on Intellectualism. By KARIN STEPHEN. (6s. 6d. net. Kegan Paul.)

This volume has the approval of Bergson himself. In his introductory letter he tells us that it is a personal and original interpretation of his views. He is particularly pleased with the distinction Mrs. Stephen draws between *fact* and *matter*. In short he appears to be highly pleased with the work. For ourselves we prefer our Bergson neat. We agree with M. Bergson that Mrs. Stephen has a rare power of thought, but it has not its best field in expounding a philosopher whose characteristic is clearness. It does not encourage the reader to be told that "Bergson *must* use self-contradictory terms if the explanation of reality which he offers is the true one." The book is continually reiterating the impossibility of expressing in words what Bergson means. Dealing with *duration*, our author says, "when we attempt any positive description language simply breaks down, and we can do nothing but contradict ourselves," which she proceeds to do. She explains in parenthesis that what she is expressing is absurd, but there is no other way in view of the inadequacy of language. Matter and memory are "complementary exaggerations," space merely means logicity, duration cannot be described except as a plurality, which is incorrect because it implies that it is made up of parts. The book is quite intelligible to those who know their Bergson, and we assume that it is not meant for those who do not. The author is not unjustified in her suspicion that the plain man and even the philosopher in moments of discouragement thinks that "the whole thing is trivial, a dispute about words of no real importance or dignity." The antidote is to read Bergson himself.

POETRY.

Poems from "Punch," 1909-1920. With an Introductory Essay by W. B. DRAYTON HENDERSON. (7s. 6d. net. Macmillan.)

This collection of poems, many of which are well known outside the pages of *Punch*, will be welcomed by readers of that famous paper, and by others who did not have the opportunity of reading them when they first appeared. There are themes here of all types, from elegies to nursery rhymes; in tone, grave or gay; in form, that of conventional metre or doggerel. The poems are divided into groups according to their subject-matter, such as: Sport, the War, Metropolis, Nymphidia, and Sea-scape. They are very representative of the peculiarly English type of humour which helped to keep our men in the trenches cheerful, and those at home sane, during the terrible years of the War.

Poems by Edgar Allen Poe. Edited and Annotated by C. W. KENT. (2s. 6d. net. Macmillan.)

It should not be forgotten that Poe, little read by English students, was considered by an authority like W. M. Rossetti "one of the permanent glories of their (the American) race." The present handy little volume, edited and annotated by an American lecturer, is intended primarily for schools and colleges, but should prove serviceable to the general reader who wishes to study this unique writer—in his poetry most closely comparable, perhaps, to J. C. Mangan on this side of the Atlantic—to whom we owe "the glory that was Greece" and other unforgettable lines.

PSYCHOLOGY.

A History of the Association Psychology. By Prof. HOWARD C. WARREN. (12s. 6d. Constable.)

Whoever sets out to write a history of Association Psychology really faces the task of writing most of the history of Psychology. So fundamental is the principle of Association that it finds its way in some form or other into all theories, and writers have to be on their guard against the temptation to interpret almost all phenomena in terms of Association. A preliminary difficulty in consequence faces the historian: on what principle is he to classify his material? The plain chronological method has much in its favour on the purely logical side, but it involves a serious amount of repetition if an adequate treatment is to be given to each aspect. Prof. Warren has been very successful in the compromise he has adopted. He follows the chronological plan in a general way, more closely at the beginning and much more loosely towards the end. But within this general plan there is a sub-classification by groups round distinguished names. The earlier part of the book is sound, solid work, but it is more historical than critical. At the later stages there is much more room for originality, and Prof. Warren takes full advantage of his opportunities. His section on Classification is effective, and in Chapter IX he seizes his chance and gives an excellent account of the nature and laws of association that puts the reader into touch with the modern developments of the old theories. No doubt there is an inevitable element of repetition: but the new point of view is so different that no one can object to this slight reduplication. In the final chapter the author is successful in correlating the associationist theory with modern experimental psychology, with special reference to the sensory elements. At this point he is particularly at home as readers of his "Human Psychology" would naturally expect. There is a good bibliography, a workmanlike index, and an ingenious chronological chart of the Associationists.

RELIGIOUS KNOWLEDGE.

Monastic Life in the Middle Ages. With a Note on Great Britain and The Holy See, 1792-1806. By CARDINAL GASQUET. (8s. 6d. net. Bell.)

A collection of essays by Cardinal Gasquet is sure to be interesting and valuable, however much it may be possible to dissent from some of his judgments and presentations of facts. The present volume has all the qualities we should expect to find—it contains a number of papers, some of considerable importance, and all charmingly written. The opening essay on Abbot Wallingford is certainly a fine piece of work. In the skilful hands of the historian the story lives again, and is told with a wealth of detail born of intimate knowledge of the sources. Dr. Gasquet vigorously defends Wallingford against the infamous charges made against him in the so-called "Register." Other essays dealing with monastic life, which are full of interest, are "The Making of St. Alban's Shrine," "An Abbot's House-

hold Account Book," and "A Day with the Abbot of St. Augustine's, Canterbury, in the sixteenth Century." A valuable essay discusses the methods of popular religious teaching in the Middle Ages—"How our Fathers were taught in Catholic Days;" and another deals with "Books and Book-making in early Chronicles and Accounts." Attention must also be called to an important paper on "Adrian IV and Ireland," in which Dr. Gasquet vigorously disputes the authenticity of the famous "Bull" giving the sovereignty of Ireland to King Henry II. A final paper, which is a valuable addition, deals with the relations between Great Britain and the Holy See during the years 1792-1806. The collection of essays is a very delightful one to read, and will richly repay the student.

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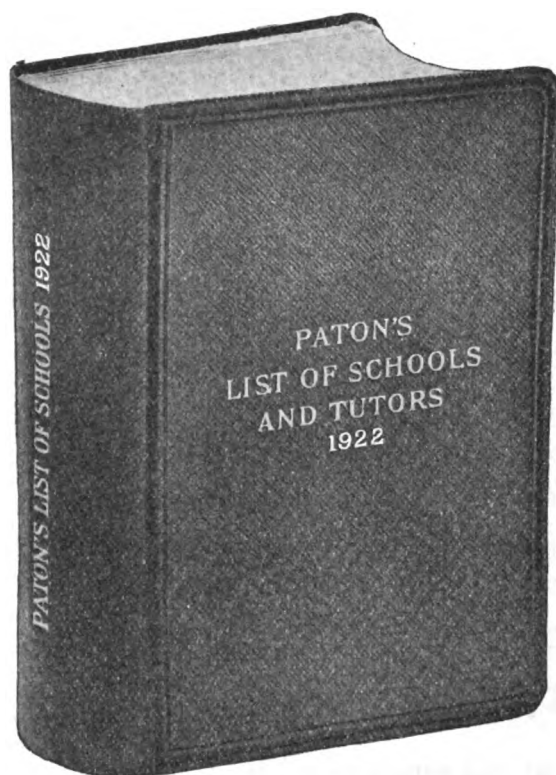
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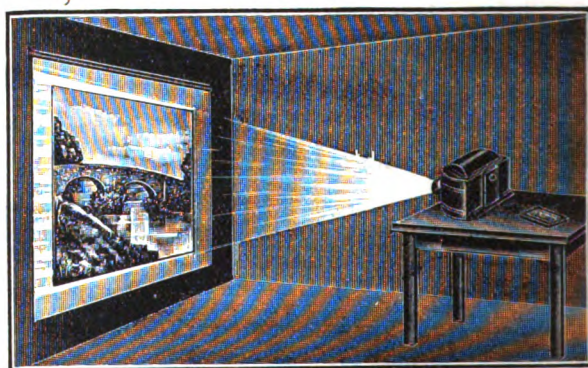
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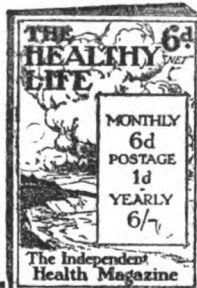
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